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ABSTRACT

This study focuses upon problems of language and reading disability among disadvantaged pupils in elementary and secondary school. Separate sections consider the evidence that such disabilities are a continuing problem; review remedial practices and existing programs; examine federal, state, and local programs aimed at such problems; formulate new approaches on the basis of an analysis of the best of previous attempts; and draw implications for the English curriculum at all levels. (AA)

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LANGUAGE AND READING DISABILITY AMONG DISADVANTAGED
YOUTH: OVERVIEW; AND REMEDIAL PHILOSOPHY
AND PROGRAMS

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A Dissertation Submitted in Partial Fulfillment of
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Doctor of Philosophy

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ABSTRACT

Although public and private effort to purge the language and reading deficit of multicultural, multilingual American school children annually parades into the countless billions in dollars and in individual theories and their application: twenty-five per cent--and this figure vaults to ninety per cent in disadvantaged areas!--of United States students are seriously enfeebled in thinking, listening, speaking, reading, and writing in standard American-English... with no imminent--or even future-certain--reclamation in sight.

But Herculean, tenacious, renaturing counterattack must continue in order to construct a language arts cross-cultural norm--to say nothing of nirvana--or at least to refrain from receding to an even more appalling sub-stratum of language, reading, and disadvantagedness: the triumvirate dread which now so extensively and mercilessly maims individual and society.

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CHAPTER I

OVERVIEW: INTRODUCTION, SIGNIFICANCE, PURPOSE, PROBLEM, AND PROCEDURES

The Introduction, Significance, Purpose, Problem, and Procedures of this study are as follows:

1. Introduction

An examination of the literature reveals that the stupendous resistance of disadvantaged children to efforts at remediating their serious language and reading retardation remains the most critical perplexity in American education.¹

Since the abnormal, properly to be identified, referenced, and redirected, must be juxtaposed with the normal and anormal,² this research paper will present much material which circumscribes all jagged edges of the over-

¹John Nist, Handicapped English: The Language of the Socially Disadvantaged (Springfield, Ill.: Charles C. Thomas, Publisher, 1974), p. vii, Preface; Arlene M. Pillar, "The Teacher and Black Dialect," Elementary English, LII (May, 1975), 648.

²Robert Goshko, "Self-Determined Behavior Change," The Personnel and Guidance Journal, LI (May, 1973), 632.

whelming, beclouded language and reading problem¹ which continues to defeat monumental assaults of regular and compensatory funding, planning, scheming, faking, praying, and soothsaying.²

The four common causes of reading retardation are:

- A. Brain-damaged syndrome
- B. Dyslexia/primary reading retardation
- C. Environmental and reactive problems
(Disadvantagedness)
- D. Neurotic factors.³

"Emotional and learning disabilities are separate disorders . . . In some children both disorders are present at the same time," and naturally difficulties are compounded.⁴

This study will be principally concerned with the language and reading problems which ravage the lives of disadvantaged children.

The disadvantaged--adults and children--comprise

¹Samuel L. Blumenfeld, The New Illiterates--and How You Can Keep Your Child from Becoming One (New Rochelle, N.Y.: Arlington House, 1973), p. 11.

²Robert R. Spillane, "Design for Solving Reading Problems," The Crisis, LXXX (January, 1973), 22; Jacques Barzun, "Introduction," in Tomorrow's Illiterates: The State of Reading Today, ed. by Charles C. Walcutt (Boston, Mass.: An Atlantic Monthly Press Book, Little, Brown and Company, 1961), p. xiv.

³William L. Rutherford, "From Diagnosis to Treatment of Reading Disabilities," Academic Therapy Quarterly, VIII (Fall, 1972), 52.

⁴John F. Simonds, "Relationship Between Children's Learning Disorders and Emotional Disorders at a Mental Health Clinic," Journal of Clinical Psychology, XXX (October, 1974), 450.

one-third of our nation and include all nationalities and races.¹

"If language is the clothing of life, no child should be sent naked into the world"²--and yet, the biggest single educational problem in America today is the 40 per cent public school student population which has a foreign native language that interferes with learning to understand, speak, read, and write our national language;³ and reading deficiency "skyrockets to 80 to 90 per cent in a very large proportion of the urban and rural slums and ghettos."⁴

The City University of New York (CUNY) "generally figures that more than half the students graduating from city high schools require some kind of remedial work in English and mathematics."⁵

Even among the top one-third of the nation's graduating high school students, who annually take the Scholastic Aptitude Test (SAT), reading scores have been deteriorating for the past thirteen years. In 1975 the scores suffered

¹Joseph O. Loretan and Shelley Umans, Teaching the Disadvantaged: New Curriculum Approaches (New York: Teachers College Press, 1966), p. 3.

²Daniel Fader, The Naked Children (New York: The Mcmillan Company, 1971), Frontispiece.

³Nist, Handicapped English, p. vii, Preface.

⁴Malcolm P. Douglass, "The Development of Teaching Materials for Cultural Pluralism: The Problem of Literacy," in Cultural Pluralism in Education: A Mandate for Change, ed. by Madelon D. Stent, William R. Hazard, and Harry N. Rivlin (New York: Appleton-Century-Crofts, 1973), p. 85.

⁵Keith More, "High School Notebook," New York Sunday News, November 16, 1975, p. B.102.

"the largest drop ever" for verbal ability: down to 434 from 478 in 1962-63.¹

Some estimated factors for reading decline are:

- A) less school emphasis on reading and more use of audiovisual materials;
- B) a job market promising greater rewards in the sciences than in the arts and in those professions--law, advertising, writing--requiring skill in language-usage;
- C) and the cries of many in various societal echelons that to teach standard English to all children is to deprive them of their native cultural heritage, freedom to be themselves, and self-respect and self-image.²

"Complaints have [also] been growing in higher education about incoming freshmen whose writing, spelling, reading, and computation are driving professors to distraction."³

Vermont Royster reported in the Wall Street Journal "that more than one-third of the applicants to the journalism school of the University of Wisconsin at Madison 'cannot meet the minimum requirements in spelling, grammar, word usage, and punctuation.'"⁴

In 1974, half the freshmen admitted to the University

¹Alton Slagle, "Language: A Case of Terminal Neglect," New York Sunday News, September 14, 1975, p. 51

²Ibid., p. 51

³Gene I. Maeroff, "The Missing School Yardstick: Measuring Gains and Losses," The New York Times, March 19, 1975, p. 42.

⁴George Gallup, "The Public Looks at the Public Schools," Today's Education, LXIV (September-October, 1975), 18.

of California system "were required to take a remedial English course."¹

The former dean of the Syracuse University law school, Judith T. Younger, complains "that many students who enter law schools are illiterate."¹

The ogre is even more hideous than the surface screams: "There is good reason to believe that reading norms are skewed by the absence of a fair sampling of low-income, highly mobile, irregular school-attenders. In contrast, stable, suburban, higher-income pupils are over-represented in the determination of national grade norms."²

George von Hilsheimer decries: "Nearly everyone I know who works with kids is discouraged, angry, resentful, frustrated and pessimistic."³

Although girls accompany boys in the benighted corridors of disadvantagedness, numerous studies⁴ indicate that girls are "significantly more proficient in English than boys after 12 years of public school."⁵ The four

¹George Gallup, "The Public Looks at the Public Schools," Today's Education, LXIV (September-October, 1975), 18.

²Laurence H. Feigenbaum, "Reading Test Scores and Other Strangers," High Points, I (March, 1975), 17.

³George von Hilsheimer, How to Live with Your Special Child: A Handbook for Behavior Change (Wash., D.C.: Acropolis Books, 1970), p. 255.

⁴M. L. Kellmer Pringle, Deprivation and Education (2nd ed.; London: Longman, in association with The National Bureau for Cooperation in Child Care, 1971), p. 38.

⁵Samuel D. Aven and Marvin Chrisp, "English Proficiency of Males and Females--is there a Difference?", Education, XCII (September-October, 1972), 10.

following reasons are most often mentioned as causal factors:

- A. Girls mature faster than boys and are readier earlier to learn.
- B. Reading content is often of more interest to girls than to boys.
- C. Female teachers have a tendency to treat boys more negatively than girls.
- D. Boys may perceive school and reading as a passive, conformant, inhibitory, more femininely-slanted activity.¹

The intermeshment of thinking,² listening,³ speaking,⁴

¹Carl A. Dwyer, "Sex Differences in Reading: An Evaluation and a Critique of Current Theories," Review of Educational Research, XLIII (Fall, 1973), 455.

²Jane Beasley Raph, "Language Characteristics of Culturally Disadvantaged Children: Review and Implications," in Perspectives in the Education of Disadvantaged Children: A Multidisciplinary Approach, ed. by Milly Cowles (New York: The World Publishing Company, 1967), p. 184.

³Ward Cromer and Weiner Morton, Do Reading Tests Measure "Reading"? Final Report, Report to Clark University Worcester, Mass., April, 1974 (Washington, D.C.: Office of Education [DHEW], Bureau of Research, 1974), p. 16.

⁴Judith Ann Raybern, "An Investigation of Selected Syntactic Differences Present in the Oral and Written Language of Lower Socioeconomic Status Black Third and Fifth Grade Students," Ed.D. dissertation, Indiana University, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 9, March 1975), p. 6122-A; Pillar, "The Teacher and Black Dialect," p. 647.

reading,¹ and writing,² in standard American-English--as in all languages--can hang a disadvantaged youth to almost total academic,³ social,⁴ and job strangulation.⁵

Although adolescents from poverty backgrounds, contrary to popular belief, partake very little in drug consumption,⁶ the chief problem of the teacher in a ghetto school is to maintain discipline:⁷ "Teachers in depressed area schools often have nightmares."⁸

Untold incidents of untoward discipline and of crime, in and out of school, arise from reading difficulty encountered

¹Marjorie Drabkin, "How Should We Teach Reading Comprehension?", High Points, I (March, 1975), 19-20.

²Maria A. Carbonell de Grompone, "Children Who Spell Better than They Read," Academic Therapy, IX (Spring, 1974), 281; Richard Corbin, The Teaching of Writing in Our Schools (New York: The Macmillan Company, 1966), pp. 1-3.

³Jean Carew Watts, Christine Halfar, and Itty Chan, "Environment, Experience and Intellectual Development of Young Children in Home Care," American Journal of Orthopsychiatry, XLIV (October, 1974), 780.

⁴James P. Comer, "Don't Stereotype Inner-City Kids," Learning, II (September, 1973), 68-89.

⁵Evelyn P. Fancher, "Educating Ethnic Minorities: An American Challenge," Review, XXV (January, 1974), 54.

⁶H. Nelson Scott, David P. Kraft, and Jon Fielding, "A National Study of the Knowledge, Attitudes and Patterns of Use of Drugs by Disadvantaged Adolescents," American Journal of Orthopsychiatry, XLIV (July, 1974), 537.

⁷Allan C. Ornstein, "Suggestions for Improving Discipline and Teaching the Disadvantaged," in Educating the Disadvantaged, Vol. 1, ed. by Allan C. Ornstein (New York: Ams Press, 1970), p. 245.

⁸Dorothy McGeoch, et al., Learning to Teach in Urban Schools (New York: Teachers College, 1966), p. 125.

by youth:¹ "About one-half of the unemployed youth, ages 16-21, are functionally illiterate; three quarters of the juvenile offenders in New York City are two or more years retarded in reading."²

The language devastation of the disadvantaged child commences before birth: he must be lucky to be born of the right parents³ and in the right environment;⁴ low socio-economic

¹Jessie J. DuBois, "Teaching Reading Optimistically," Elementary English, LI (September, 1974), 868; New York Daily News, Irving Anker's testimony at hearings conducted by the Subcommittee on Juvenile Delinquency of the Senate Judiciary Committee on April 16, 1975, reported April 17, 1975.

²Fred Cohen, "More Effective Dragon Slaying--a Reexamination of Present Reading Programs," High Points, VI (March, 1975), 1.

³James W. Clarke, "Family Structure and Political Socialization Among Urban Black Children," American Journal of Political Science, XVII (May, 1973), 302; Roland William Doepner, Jr., "A Case Study Analysis of Reading Achievement Among Black Economically Disadvantaged Sixth Grade Boys," Ph.D. dissertation, The University of North Carolina at Chapel Hill, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 8, February 1975), p. 4978-A; Francis B. Evans and James G. Anderson, "The Psychocultural Origins of Achievement and Achievement Motivation: The Mexican-American Family," Sociology of Education, XLVI (Fall, 1973), 396.

⁴New York Teacher, James Harris' testimony at hearings conducted by the Subcommittee on Juvenile Delinquency of the Senate Judiciary Committee on April 16, 1975, reported April 27, 1975, p. 3; Louise Binder Scott, Developing Communication Skills: A Guide for the Classroom Teacher (New York: McGraw-Hill Book Company, 1971), p. 9; John Stephen Kastran, "Analysis of Black Students' Clothing Behavior as it Affects Initial Teacher-Student Impression Situations in Secondary Schools," Ed.D. dissertation, Wayne State University, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 7, January 1975), p. 4133-A; Joe David, "Some Reasons Why Johnny Can't Read," Education, XCIII (September-October, 1972), 27; Vera P. John and Leo S. Goldstein, "The Social Context of Language

status¹ and cultural deprivation² can consign a child to the language garbage-heap: "The child, surrounded by a sea of words, sequentially and selectively acquires the nouns, verbs, and phrases of his language as well as the gestures, intonations, and dialect of those with whom he interacts. The rate and breadth of this complex acquisition are proportional to the scope of his verbal interactions with those charged with

Acquisition," in *Disadvantaged Child*, Vol. 1, ed. by Jerome Hellmuth (Seattle, Wash.: Special Child Publications of the Seattle Sequin School, Inc., 1967), p. 457; Robert Coles and Maria Piets, *Wages of Neglect* (Chicago, Ill.: Quadrangle Books, 1969), p. 73; Charles Henry Drake, "The Relation of Automization to the Reading Process in Children and Adolescents," Ed.D. dissertation, Harvard University, 1970, in *Dissertation Abstracts International: The Humanities and Social Sciences*, ed. by the staff of Zerox Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 31, No. 12, June 1971), p. 6398-A.

¹Joseph Lawrence Venturini, "Relationship Between Reading Achievement and Some Social Factors," Ed.D. dissertation, Rutgers University, The State University of New Jersey, 1974, in *Dissertation Abstracts International: The Humanities and Social Sciences*, ed. by the staff of Zerox Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 6, December 1974), p. 3312-A; Charles D. Ammoun, *Study of Discrimination in Education*, Report to the United Nations Sub-Commission on Prevention of Discrimination and Protection of Minorities, N.Y., N.Y., August 1957 (New York, N.Y.: United Nations, 1957), p. 10; Gabriel A. Telegdy, "The Relationship Between Socioeconomic Status and School Readiness," *Psychology in the Schools*, XI (July, 1974), 355; Robert H. Bruininks, "Measures of Intelligence, Language, Creativity, Reading, and Written Language Achievement of Disadvantaged Children," in *Reading Goals for the Disadvantaged*, ed. by J. Allen Figurel (Newark, Del.: International Reading Association, 1970), p. 43.

²Skeel, *Children of the Street*, p. 22; Ronald G. Noland, "Teaching Reading to the Disadvantaged," *Reading Horizons*, XIII (Summer, 1973), 184-85; Kenneth R. Johnson, "Standard English and Disadvantaged Black Children: Teaching Strategies," in *Teaching the Language Arts to Culturally Different Children*, ed. by William W. Joyce and James A. Banks (Menlo Park, Calif.: Addison-Wesley Publishing Company, 1971), p. 121; Roy C. O'Donnell, "Some Aspects of Language Development in School-Age Children," *The High School Journal*, LVI (April, 1973), pp. 312-313.

his care."¹

"In the homes of the culturally handicapped, [the English] language is not a tool. It may be a threat; it may possibly be nonexistent as a medium of communication."²

Alleviatory efforts buck dragging resistance.³

During the last seven years, public school costs have risen nearly four times that of the Consumer Price Index.⁴

One area of expansion and prosperity in the current age of educational retrenchment is reading instruction on the elementary, secondary, college, and university levels: involved are, of course, students; instructors; and federal and state legislatures.⁵

¹Vera P. John and Leo S. Goldstein, "The Social Context of Language Acquisition," in *The Disadvantaged Child*, ed. by Martin Deutsch, et al. (New York: Basic Books, Inc., Publishers, 1967), p. 161.

²Robert D. Strom, "A Realistic Curriculum for the Predictive Dropout," in *The Disadvantaged and Potential Dropout: Compensatory Educational Programs*, comp., ed. by John Curtis Gowan and George D. Demos (New York: Charles C. Thomas, Publisher, 1966), p. 296; Robert D. Strom, *Teaching in the Slum School* (Columbus, Ohio: Charles E. Merrill Books, Inc., 1967), p. 85.

³House Committee on Appropriations, U.S. Congress, Washington, D.C., *Department of the Interior and Related Agencies Appropriations for 1975. Hearings Before a Subcommittee of the Committee on Appropriations, House of Representatives, 93rd Congress, 2nd Session, Part I* (Washington, D.C.: House Committee on Appropriations, U.S. Congress, 1974), p. 403.

⁴*The New York Times*, news article, July 9, 1975.

⁵Robert A. Palmatier, "Editorial Comment," *Epistle*, I (September, 1974), 34.

"Indeed, remedial reading ranks with guidance as the most widely used single approach to compensatory education."¹

The following three evil, insoluble riddles further complicate amelioration:

- A. Ethnic groups retain their native languages as a necessity for self-preservation and self-fulfillment.²
- B. Labeling a child "culturally different," "deprived," "disadvantaged," or any other way may establish the danger of a child's conformance to suggested inferior worth, and to a child's lower academic achievement consequential to lowered self-concept.³
- C. "The 'self-fulfilling prophecy' effect of the teacher's low opinion of the child has been in the literature for many years."⁴

The importance, then, of proficiency in the language

¹Edmund W. Gordon and Doxey A. Wilkerson, Compensatory Education for the Disadvantaged: Programs and Practices: Preschool through College (New York: College Entrance Examination Board, 1966), p. 76.

²R. L. Skrabanek, "Language Maintenance Among Mexican-Americans," in Educating the Disadvantaged, ed. by Russell C. Doll and Maxine Hawkins (New York: Ams Press, 1971), p. 227.

³Rose Jones, "Multiculturalism in Business Education," Business Education, XXVIII (May, 1974), 9.

⁴Annie Stein, "Strategies for Failure," in Challenging the Myths: The Schools, The Blacks, and The Poor, ed. by the staff of the Harvard Educational Review (Cambridge, Mass.: Harvard Educational Review, 1972), p. 154.

arts is established and cannot be overemphasized:¹ reading and writing is "man's chief technical achievement,"² and "was always prized, even in ancient Egypt."³ Language dexterity is fundamental to knowing,⁴ thinking,⁵ communicating,⁶ and solving;⁷ to attainment in academe⁸ and in

¹Alex Inkeles and Donald B. Holshinger, "Introduction: Education and Individual Modernity in Developing Countries," International Journal of Comparative Sociology, XIV (September-December, 1973), 157; Skeel, Children of the Street, p. 41.

²Carl H. Delacato, A New Start for the Child with Reading Problems: A Manual for Parents (New York: David McKay Company, Inc., 1970), p. ix, Preface.

³S. A. Goudsmit, "An Illiterate Scribe," American Journal of Archaeology, LXXVIII (January, 1974), 78.

⁴Robert Evans, "Reading, Reasoning, and Reality," Theory into Practice, XII (December, 1973), 301.

⁵Jane Portnoy and Marshall Portnoy, "Language Teaching," Education, XCIII (November-December, 1972), 159; Gallup, "The Public Looks at the Public Schools," p. 19; Denis Lawton, Social Class, Language and Education (New York: Schocken Books, 1968), p. 76.

⁶Edmund J. Farrel, "Sensing the Future in an Instant," Illinois English Bulletin, LXI (May, 1974), 14.

⁷Lettie J. Austin, "Reading and Writing for Black Youth," Reading Improvement, IX (Fall, 1972), 45.

⁸George Sampson, English for the English: A Chapter on National Education (1970 ed.; London: Cambridge University Press, 1970), p. 34; Larry D. Kennedy and Walter J. Moore, "An Evaluation Perspective for the Language Arts," Educational Horizons, L (Spring, 1972), 122; Pillar, "The Teacher and Black Dialect," p. 648; Thomas M. Stephens, A. Carol Hartman, and John O. Cooper, "Directive Teaching of Reading with Low-Achieving First- and Second-Year Students," The Journal of Special Education, VII (Summer, 1973), 187; Lerue Winget, "Foreword," in Reading for Information and Enjoyment, Kindergarten through Grade Twelve, ed. by Utah State Board of Education (Salt Lake City, Utah: Utah State Board of Education, 1970), p. 21; State Committee for Reading Activities and Members of the Oklahoma Reading Council, Report of the Committee and Council, A Bouquet of Reading Activities--Pick

business¹ (more than 38 per cent of the American work force consists of women);² and to the development and maintenance of self-concept,³ self-respect,⁴ individual adjustment,⁵

an Idea: a Guide for Teachers to Motivate Students Toward Improved Reading, K-12 (Oklahoma City, Oklahoma: Oklahoma Curriculum Improvement Commission, Oklahoma State Department of Education, 1973), p. ii, Foreword; Barbara Heyns, "Social Selection and Stratification Within Schools," American Journal of Sociology, LXXIX (May, 1974), 1434; Kenneth VanderMeulen, "Reading in the Secondary School," Reading Horizons, XIII (Spring, 1973), 142-43.

¹Robert J. Saunders and Ronald L. Coccari, "Racial Earnings Differentials: Some Economic Factors," The American Journal of Economics and Sociology, XXXII (July, 1973), 232; Howard H. Greenbaum, "The Audit of Organizational Communication," Academy of Management Journal, XVII (December, 1974), 739; Joseph O. Loretan and Shelley Umans, Teaching the Disadvantaged: New Curriculum Approaches (New York: Teachers College Press, 1966), p. 42; L. M. Collins, "Word Processing in Business Education," Business Education Forum, XXVII (May, 1973), 29; Jay Hall, "Communication Revisited," California Management Review, XV (Spring, 1973), 56.

²Kathryn M. Bartol, "Male Versus Female Leaders: The Effect of Leader Need for Dominance on Follower Satisfaction," Academy of Management Journal, XVII (June, 1974), 225.

³Nila Banton Smith, "Some Basic Factors in Reading Difficulties of the Disadvantaged," Reading Improvement, XI (Fall, 1974), 9; Theodore A. Mark, "The Ability of Children to Select Reading Materials at their Own Instructional Reading Level," in Assessment Problems in Reading, ed. by Walter H. McGinitie, Report to the International Reading Association, Newark, Del., 1973 (Newark, Del.: International Reading Association, 1973), p. 96.

⁴Denis Lawrence, "Remedial Reading and Counselling," Reading, IX (March, 1975), 12.

⁵Frank Riessman, The Culturally Deprived Child (New York: Harper & Row, Publishers, 1962), p. 80.

societal harmony,¹ and world progress.²

The bitter--even blighted--fruit of the language-arts tree has whirlwinded theorization, experimentation, prestidigitation, polarization, confusion, and confession by the moneyload, effortload, trainload, and dumpload!--and a detailed examination of the voracious inferno is in order.

Some educators say that a working potency of language and reading can be imparted to disadvantaged children by conscientious teachers, supervisors, and administrators;³

¹Helen E. Rees, Deprivation and Compensatory Education: A Consideration (Boston, Mass.: Houghton Mifflin Company, 1968), p. 115; Will Antell, "Education of the American Indians," Current History, LXVII (December, 1974), 267, 279; Robert A. Hints and Carl J. Couch, "Writing and Reading as Social Activities," The Sociological Quarterly, XIV (Autumn, 1973), 494; Margaret Olufunmilayo Odusina, "Curriculum (English Language) for Multi-Ethnic Harmony in Nigeria," Ed.D. dissertation, University of Massachusetts, 1975, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 9, March 1975), p. 5788-A; Kenneth R. Johnson, Teaching the Culturally Disadvantaged: A Rational Approach (Palo Alto, Calif.: Science Research Associates, Inc., College Division, 1970), pp. 44-45.

²Beatrice J. Levin, "Reading Requirements for Satisfactory Careers" (paper presented at the Annual Meeting of the International Reading Association [19th], New Orleans, May 1-4, 1974), pp. 11-12; George A. Miller, "Reflections on the Conference [research conference on 'The Relationships between Speech and Learning to Read']," in Language by Ear and Eye: The Relationships between Speech and Reading, ed. James F. Kavanagh and Ignatius G. Mattingly (Cambridge, Mass.: The MIT Press, 1972), p. 373; Michael L. Lasser, "Language as Performance," Theory into Practice, XII (October, 1973), 222; Dorothy J. McGinnis, "Editorial Comment: An Invitation to Violence," Reading Horizons, XV (Spring, 1975), 134.

³Joe David, "Some Reasons Why Johnny Can't Read," Education, XCIII (September-October, 1972), 27.

that past success¹ and current success² prove their contention; and that statistical--not student--shortcoming is often the culprit:

For example, even if American education were far more effective than it is now, not every pupil or school could have a "high" test score. As educators know, half must be above the median for a grade, half below. If not, the median is adjusted to produce such a division.³

Almost no one, parent or teacher, seems aware, however, that even if all second graders in our nation were able to fluently read THE NEW YORK TIMES, half would still be below grade level. That is simply the name of the game--half above, half below.⁴

The optimists also insist that compensatory educational programs--Head Start-Follow Through included--do help students if the curriculum is not "left to chance," but "is properly administered, structured and sequenced," and continued for as long as necessary to avert reversion.⁵

But equally-assured educators deny that language-reading implantation among disadvantaged children ever took

¹Skrabanek, "Language Maintenance," p. 226; Albert Shanker, "Life or Death for the Public Schools," The American Federationist, LXXVIII (January, 1971), 22.

²Walter H. Clarke, "Skill and Art in Teaching Literature," The Journal of Aesthetic Education, VII (January, 1973), 23; Learning in New York, unsigned article, May-June, 1975, p. 17.

³Feigenbaum, "Reading Test Scores and Other Strangers," p. 17.

⁴Learning in New York, Deborah Meier quoted, May-June, 1975, p. 10.

⁵Juliet P. Borden, Herbert M. Handley, and John P. Wollenberg, "Head-Start Can Contribute to Reading," Elementary English, LI (September, 1974), 874-876.

growing root:¹ They assert that two obvious faults of our present methods of teaching reading are that "it costs too much and it doesn't work";² and they point out that the Federal Government itself admits that the billions of dollars spent on remedial reading and other compensatory programs have been a hope-blasting, tragic waste: students are helped in the short term--but improvement longitudinally is not sustained.³

The naysayers add that most disadvantaged youth are impervious to professional succor;⁴ that many disadvantaged

¹Frank Brown, "Education and the Black Community--Some New Perspectives," The Educational Forum, XXXIII (November, 1973), 13; Wilma M. Possien, They All Need to Talk: Oral Communication in the Language Arts Program (New York: Appleton-Century-Crofts, 1969), p. v, Preface; Joan C. Baratz, "Teaching Reading in an Urban Negro School System," in Language and Poverty: Perspectives on a Theme, ed. by Frederick Williams (Chicago, Ill.: Institute for Research on Poverty Monograph Series, Markham Publishing Company, 1971), p. 12; Fred Powledge, To Change a Child: Report on the Institute for Developmental Studies (Chicago, Ill.: Quadrangle Books, published in cooperation with the Anti-Defamation League of B'nai B'rith, 1967), p. v, Preface, by Martin Deutsch.

²Spillane, "Design for Solving Reading Problems," p. 22.

³Norman E. Silberberg, M. S. Iversen, and Jean T. Goins, "Which Remedial Reading Method Works Best?", Journal of Learning Disabilities, VI (November, 1973), 548.

⁴Richard Wisniewski and Richard Larson, "If You Have to Ask What Urban Education is...Don't Bother!", Education, XCIV (September-October, 1973), 17; Carroll Russell Green, "Effects of Reading Supervisors on Teacher Attitudes Toward Children with Reading Problems," Ph.D. Dissertation, Saint Louis University, 1973, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 5, November 1974), p. 2531-A; Marie Ann Atwood Hirst, "A Study of the Relationship of Selected Teacher Behavior and Achievement of the Disadvantaged Child," Ph.D.

students ought to know when to surrender;¹ and that those few who do improve, still remain below the average:²

Schools have more money than they know how to spend, but slum children still cannot read well. Why? Superintendents are on the hot seat. They need something visible, and they need it fast, to appease black people hammering at the gates. So superintendents build windowless, air-conditioned schools, purchase \$47,000 worth of overhead projectors and \$1,000,000 worth of talking typewriters, and spend \$3,000,000 on after-school centers and \$100,000 on resource teachers and teaching teams. Yet neither buildings, computers, overhead projectors, teaching teams, nor an extra hour of Dick, Sally, and Spot will make a significant difference in the quality and quantity of learning to read in the inner city. But these tangibles look good, so school superintendents buy them.³

dissertation, Fordham University, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 7, January 1975), pp. 4128-A - 4129-A; Anthony John Saludis, "The Effect of an In-Service Program on the Attitudes of Teachers and on the Reading Performance of Disadvantaged Children," Ph.D. dissertation, University of Pittsburgh, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 9, March 1975), p. 5791-A.

¹William S. Palmer, "The Rip-Off in Reading," English Journal, LXIII (November, 1974), 44; Mildred R. Gladney and Lloyd Leaverton, "A Model for Teaching Standard English to Non-Standard English Speakers," in Teaching the Language Arts to Culturally Different Children, ed. by William W. Joyce and James A. Banks (Menlo Park, Calif.: Addison-Wesley Publishing Company, 1971), p. 130.

²Willa D. Abelson, Edward Zigler, and Cheryl L. DeBlasi, "Effects of a Four-Year Follow Through Program on Economically Disadvantaged Children," Journal of Educational Psychology, LXVI (October, 1974), 756-57.

³S. Alan Cohen, "Increasing Reading Achievement Among the Disadvantaged," in Reaching the Disadvantaged Learner, ed. by Harry A. Passow (New York: Teachers College Press, 1970), p. 133.

To expect to eliminate poor readers through remedial instruction, non-graded schools, or improved instructional materials is unrealistic. The poor reader, like the poor athlete or the poor mathematician, is likely to remain a fact of life.¹

Negativism also points out that even research has been rebuffed:² Despite the availability of thousands of studies on reading difficulties and remediation, the identical problems that have plagued teachers and students for generations remain a bafflement.³

Language and reading specialists recommend

¹Richard J. Smith, "English Teacher as Reading Teacher," Journal of Reading, XVI (December, 1972), 245.

²Walter L. Hodges, "The Implications of Design and Model Selection for the Evaluation of Programs for the Disadvantaged Child," Merrill-Palmer Quarterly: Behavior and Development, XIX (October, 1973), 286; Robert M. W. Travers, ed., Second Handbook of Research on Teaching: A Project of the American Educational Research Association (Chicago, Ill.: Rand McNally College Publishing Company, 1973), p. vii, "Preface by Robert M. W. Travers; Helen P. Robison, Data Analysis, 1967-8, CUE Project--CHILD--Curriculum to Heighten Intellectual and Language Development: Disadvantaged Prekindergarten Children, Central Harlem, New York City, Report to the Center for Urban Education, New York, N.Y., Teachers College, Columbia University, New York, N.Y., 1968 (Washington, D.C.: Office of Education [DHEW], 1968), Abstract; Ronald D. Cohen, "Urban Schooling in Twentieth-Century America: A Frame of Reference," Urban Education, VII (January, 1974), 423.

³Kenneth VanderMeulen, "Teaching Reading in the Secondary School: The Fine Art of Motivation," Reading Horizons, XIII (Winter, 1973), 85.

indomitability against the onslaught,¹ and perseverance into insight² and innovation:³ "There is little justification for remedial reading activities if they are not controlled by a methodology essentially different from that of other reading instruction which has not resulted in success."⁴

But insight and innovation, although possible,⁵ are

¹Morris Light, "Editor's Page," High Points, I (March, 1975), 6; Education U.S.A. Special Report, Report of the Association, Reading Crisis: The Problem and Suggested Solutions (Washington, D.C.: National School Public Relations Association, n.d.), p. 46.

²Leonard S. Blackman, "Research and the Classroom: Mahomet and the Mountain Revisited," Exceptional Children, XXXIX (November, 1974), 181; Dale D. Mconkey, "Applying Management by Objectives to Non-Profit Organizations," S.A.M. Advanced Management Journal, XXXVIII (January, 1973), 10; Richard J. Smith, "The Physiology of Reading," The Journal of Educational Research, LXVII (May-June, 1974), 402.

³Lee Bennett Hopkins, Let Them be Themselves: Language Arts for Children in Elementary Schools (New York: Citation Press, 1974), p. xix; Allan C. Ornstein, et al., Educating the Disadvantaged, Vol. 2 (New York: Ams Press, 1971), p. 298; S. Alan Cohen, Teach Them All to Read: Theory, Methods, and Materials for Teaching the Disadvantaged (New York: Random House, 1969), p. 8; Mae Ollie Clemons, "An Examination of the Current Status of Literature Programs in Selected Senior High Schools in the State of Florida," Ph.D. dissertation, The Florida State University, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 9, March 1975), p. 5771-A.

⁴J. P. Phillips, "Some Aspects of Importance to Class Teachers in an Attempt to Provide Remediation Programmes for Retarded Readers," in Reading Difficulty and the Intelligent Under-Achiever, ed. by Specific Learning Difficulties Association of Victoria, Australia (Victoria, Australia: Specific Learning Difficulties Association of Victoria, Australia, 1970), p. 40.

⁵Eleanore E. Macoby and Miriam Zellner, Experiments in Primary Education: Aspects of Project Follow-Through (New York: Harcourt Brace Jovanovich, Inc., 1970), p. vi, Preface.

difficult,¹ chary,² blurry,³ and illusory;⁴ and persistence can be seduced by desperation into self-delusion and self-damage:⁵ Experts exasperately and exhaustedly succumb to the analgesia that "Any change is good; visible change is better; visible, inexpensive change is best";⁶ and soon "This year's bandwagon becomes next year's automotive museum piece."⁷

Allusion already has been made to the jungled state of inculcating the language arts...and especially as the wilderness attrites the lost, disadvantaged child.

Ignorance; data imperfection, misinterpretation, and misrepresentation; doubt; confusion; inexplicableness; controversy; double-talk; contradiction; pretense; incompetence; divination; chicanery; and damage--all crazedly stamped in

¹Car M. Foster, "Do Our Schools Have Satisfied Clients?", Notre Dame Journal of Education, III (Summer, 1972), 152.

²Edmund O'Connor, "Contrasts in Educational Development in Kenya and Tanzania," African Affairs, LXXIII (January, 1974), 70.

³D. M. Bennett, New Methods and Materials in Spelling: A Critical Analysis (Victoria, Australia: Australian Council for Educational Research, 1967), pp. 112-13.

⁴Douglass, "Teaching Materials for Cultural Pluralism," p. 92; Sol Adler, The Health and Education of the Economically Deprived Child (St. Louis, Mo.: Warren H. Green, Inc., 1968), p. ix, Preface.

⁵Howard M. Evan, "Remedial Reading in Secondary Schools: Still a Matter of Faith," Journal of Reading, XVI (November, 1972), 111.

⁶Fader, The Naked Children, p. 8.

⁷Robert D. Rhode, "Bilingual Education for Teachers," The Educational Forum, XXXVIII (January, 1974), 203.

the language-reading wasteland to the detriment of fecund, sturdy evaluation, reorientation, and achievement.

The summary horror, with some illustrations, follows:

A. Ignorance

We have not yet developed effective reading instruction because we have not yet evolutionized "a scientific systems approach to reading instruction" based on incontestable research.¹

"Teaching processes are not yet understood adequately. There is as yet no model of competent educational practice comparable to that which exists in medicine or law."²

B. Data-Imperfection, Misinterpretation, and Misrepresentation

"Since most intelligence tests are standardized on white middle class students and/or reflect the linguistic structure of standard English, the placement of a disproportionate number of Black children and Spanish speaking children into lower tracks can be at least partially attributed to the linguistic and cultural biases of these tests."³

A report entitled "Reading Achievement in the United

¹Sandra M. Brown, "A Systems Approach to Reading Instruction," Educational Horizons, L (Spring, 1972), 137.

²Albert Shanker, "Where We Stand," New York Teacher, April-27, 1975, p. 7

³Diane N. Bryen, "Special Education and the Linguistically Different Child," Exceptional Children, XL (May, 1974), 589.

States: Then and Now," based on research funded by the U.S. Department of Health, Education, and Welfare, states that a person who asserts "literacy is decreasing is a very unsure person. Such a person is at best unscholarly and at worst dishonest."¹

But what this report itself does not honestly--or does unwittingly ignorantly--admit is that, as analysts reveal, "There are apparent weaknesses in the report, mostly stemming from a paucity of test score data covering long periods for individual school systems."¹

Inside [a pamphlet] was a single study done as part of a doctoral thesis. Fewer than seventy-five students were involved. Briefly, the experimental group was given three extra hours of instruction per week (one and one-half hours--two days a week) consisting of the laboratory program described . . . The control group received no extra hours of instruction. A statistical discussion followed, proving that after a period of time the students receiving the extra instruction did indeed make significant gains on standardized tests over and above those gains made by the control group. No assertion was made that this elaborate and expensive program was better than any other program or better than study sessions in the library or even detention or basketball practice. In short, it was proven better than "nothing," not better than something else.²

¹Maeroff, "Possible 'Slightly Negative Trend' in Children's Reading Ability," p. 23.

²Cohen, "Reexamination of Present Reading Programs," p. 26.

C. Doubt

"There is a science of education, but education is not a science. No one is entitled to lay down principles of teaching as if they were laws of mechanics."¹ "Furthermore, pedagogy provides generalized techniques for what must be individualized teaching."²

"Clearly, on the basis of the available data, school personnel ought to exercise caution in the use of intelligence, readiness, and visual perception measures as predictors of reading performance in young children."³ "We of the behavioral sciences and their applications in education and mental health still have a long way to go."⁴

¹Sampson, English for the English, p. 33.

²Gilbert Voyat, "IQ: God-Given or Man-Made? A Discussion of 'Jensenism'," in Disadvantaged Child: Compensatory Education: A National Debate, Vol. 3, ed. by Jerome Hellmuth (New York: Brunner/Mazel, Publishers, 1970), p. 94.

³Libby Goodman and J. Lee Wiederholt, "Predicting Reading Achievement in Disadvantaged Children," Psychology in the Schools, X (April, 1973), 182.

⁴J. McVicker Hunt, The Challenge of Incompetence and Poverty: Papers on the Role of Early Education (Chicago, Ill.: University of Illinois Press, 1969), p. 189.

D. Confusion

Theory,¹ practice²--and even research!³--flounder in profuse confusion! "Never has more been written on learning disabilities, remedial teaching, reading problems and the like. Never has there been greater confusion among those who rely on the establishment leadership for the right answers. The reason for the confusion is obvious: the establishment leadership is as confused as the people they are supposed to lead."⁴

E. Inexplicableness

The findings of a study on reading instruction in secondary school indicate that there is "no significant difference in the over-all grade averages of students at the end of one semester of instruction, whether they had received

¹Gladys Natchez, ed., Children with Reading Problems: Classic and Contemporary Issues in Reading Disability (New York: Basic Books, Inc., Publishers, 1968), p. 307; Seymour Jay Perlin, "A Comparison of the Reading Achievement of Negro Children Born in the South with the Reading Achievement of Negro Children Born in the North," Ed.D. dissertation, New York University, 1970, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 31, No. 11, May 1971), p. 5674-A.

²Dudley A. Blake, "Equal Educational Opportunity: Theory, Practice, and Policy," Theory into Practice, XII (February, 1973), 45.

³Nathaniel Shapiro, "Focus on Reading: A Review of Research and Professional Articles and Books on Secondary Reading," High Points, I (March, 1975), 40.

⁴Blumenfeld, The New Illiterates, p. 11.

reading instruction or not."¹

"The great majority of spelling knowledge is acquired without conscious study, and it is probable that any type of formal study will make very little direct contribution to total learning."²

"There is no relation between school systems' daily reading instructional time allotments in grades one through seven and student reading achievement scores in grades two through eight."³

The average six year old enters school with a speech vocabulary of 7,500 words; some six-year-olds have a speech vocabulary of up to 20,000 words! Teachers have an excellent basis for building reading-capacity in children:⁴ but obviously teachers have not yet unearthed the magic formula!

"The assumption that expert supervision in English is directly transferable to the teaching of reading is

¹Jeanne Sieberman, Jeanne Woodward, and Stanley R. Wurster, The Contribution of Reading Instruction to Success in the Content Areas in the Secondary School (Phoenix, Arizona: By the Authors, 1973), p. 25.

²Bennett, New Methods and Materials in Spelling, p. 116.

³Joseph Raymond Sullivan, "Relation Between School Systems' Variations of Reading Instructional Time Allotments in Grades One Through Seven and Reading Achievement in Grades Two Through Eight," Ph.D. dissertation, St. John's University, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 9, March 1975), p. 5793-A.

⁴Bruce A. Gutnecht, "Basic Knowledge in Reading and Language Arts Courses" (paper presented at the Annual Meeting of the International Reading Association [19th], New Orleans, May 1-4, 1974), p. 12.

unproven."¹

"There is no consistent relationship [in reading ability] between parents and children in a family. One child may score very low as the parent does, or one child may score very high even though neither parent does."²

F. Controversy

Teachers, chairpersons, specialists,³ and researchers⁴--because of the many variables inherent in the organization and administration of a language-reading program--often evolve conflicting views.

In the contentions over whether Black dialect--Black English--should not only be respected, but taught in schools,⁵

¹Fillmore K. Peltz, "The Reading Problem-Program in the High Schools," High Points, I (March, 1975), 10.

²Mary Florence Gaulke, "A Longitudinal Two-Generation Study of Parent-Child Relationships on Selected Reading Skills and Aptitudes," Ph.D. dissertation, University of Oregon, 1970, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 31, No. 7, January 1971), p. 3372-A.

³Karl Koenke, "What do They Mean by Saying 'We Want a Reading Specialist?'," Journal of Reading, XVIII (May, 1975), 609.

⁴Mary L. Miller, Education for the Disadvantaged: Current Issues and Research (New York: The Free Press, 1967), p. 182.

⁵Walter N. Gantt, Robert M. Wilson, and C. Mitchell Dayton, "An Initial Investigation of the Relationship Between Syntactical Divergency and the Listening Comprehension of Black Children," Reading Research Quarterly, X (No. 2, 1974-1975), 195.

many discussants are vehemently affirmative;¹ others,² including the august NAACP,³ are diametrically negative.

As for bilingual, or dual-language instruction, the pundits asseverate with equal cross-flagellation: "The question of whether the native language interferes with the learning of a second language has been a controversial topic

¹ Geneva Smitherman, "White English in Blackface or, Who do I Be?", *The Black Scholar*, IV (May-June, 1973), 38; William Labove, "The Logic of Nonstandard English," in *Language and Cultural Diversity in American Education*, ed. by Roger D. Abrahams and Rudolph C. Troike (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972), p. 260; Geneva Smitherman, "Soul 'n Style," *English Journal* LXIII (February, 1974), 16; James Sledd, "After Bidialectalism, What?", *English Journal*, LXII (May, 1973), 773; William Proefriedt, "Standard English--Diverse Students," *English Journal*, LXIII (December, 1974), 68; Cohen, "Increasing Reading Achievement Among the Disadvantaged," p. 136; Vernon C. Hall, Ralph R. Turner, and William Russell, "Ability of Children from Four Subcultures and Two Grade Levels to Imitate and Comprehend Crucial Aspects of Standard English: A Test of the Different Language Explanation," *Journal of Educational Psychology*, LXIV (April, 1973), 158.

² Paul Jay Melmed, "Black English Phonology: The Questions of Reading Interference," Ph.D. dissertation, University of California, Berkeley, 1970, in *Dissertation Abstracts International: The Humanities and Social Sciences*, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 31, No. 12, June 1971), p. 6474-A; Hanes Walton, Jr. and Ronald C. Clark, "Black English: An Introspection," *Black Collegian*, III (May-June, 1973), 12; Nettie R. Bertel and Judith Axelrod, "Nonstandard English Usage and Reading Ability in Black Junior High Students," *Exceptional Children*, XXXIX (May, 1973), 655; Slettie Vera Bondurant, "Black English: Detention Camp Without Walls," *Freedomways*, XIII (Spring, 1973), 158.

³ Pillar, "The Teacher and Black Dialect," p. 646.

in the field of applied linguistics for many years."¹

Some connoisseurs are uncertain as to whether bilingual instruction can produce standard American-English literacy;² others are devoutly certain;³ and still others empirically avow absolute failure: "An elaborate system for evaluation of Bilingual Education projects [under the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act], built into the Guidelines for implementation, was not able to establish the value accrued

¹Thelma Henkes Nielsen, "Early Stages in the Non-Native Acquisition of English Syntax: A Study of Three Children from Zaire, Venezuela and Saudi Arabia," Ph.D. dissertation, Indiana University, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 9, March 1975), p. 6121-A.

²John Downing, "Cultural Priorities and the Acquisition of Literacy," International Review of Education, XIX (July-September, 1973), 345; G. Omani Collison, "Concept Formation in a Second Language: A Study of Ghanaian School Children," Harvard Educational Review, XLIV (August, 1974), 441; David Joseph Fox and Valerie Barnes Jordan, "Racial Preference and Identification of Black, American Chinese, and White Children," Genetic Psychology Monographs, LXXXVIII (November, 1973), 231.

³W. Cary Anderson, "A Study of the Effect of Bilingualism on Scholastic Aptitude of Spanish-Speaking Students in Selected Binational American Sponsored Overseas Schools of Colombia," Ed.D. dissertation, University of Northern Colorado, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms, Vol. 35, No. 9, March 1975), p. 5768-A; William Greenbaum, "America in Search of a New Ideal: An Essay on the Rise of Pluralism," Harvard Educational Review, (August, 1974), 440.

to learners from dual language instruction."¹

G. Double-Talk

Edward B. Fiske, in an article he wrote for The New York Times, magnificently demonstrated how the same person can talk out of the two sides of his mouth. Fiske started by stating that "Head Start . . . is typical of the effects of the most durable [commencing June, 1965]--and, in the opinion of most observers, generally successful--social programs to be undertaken by the Federal Government." Fiske ended this same article by stating: "In 1969, the Westinghouse Learning Corporation released a study of Head Start 'graduates' that found that, in terms of both intellectual and effective growth, the program produced only marginal long-term gains": Fiske even quoted Urie Bronfenbrenner, one of the architects of Head Start, as admitting, "The main mistake we made was the failure to realize the truth of what we were saying: the importance of the family and the circumstances of life which they live"--the two pivotal factors which always were, and which always will remain, outside the jurisdiction of Head Start!²

¹Paul Robert Streiff, "Development of Guidelines for Conducting Research in Bilingual Education," Ed.D. dissertation, University of California, Los Angeles, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 9, March 1975), p. 5793-A.

²Edward B. Fiske, "Head Start: 10 Years Old and Planning Experiments," The New York Times, June 8, 1975.

H. Contradiction

Past research findings on the teaching of literature, language, and composition "were often contradictory."¹

I. Pretense

The Central Arkansas Education Center proclaims success with a vigorous reading program--but divulges "discoveries" which already frequently failed elsewhere.²

Sandra A. Warden writes her 196-page textbook on how to cope with disadvantaged children and starts with the two pivotal questions which her volume never answers!

"What are the goals of education in our society? What ought they to be?"³

The following three statements represent theory, which is polluted: no indication is presented to establish which first deficiency creates the second--inherited insufficiency or environmental disadvantage--thereby failing to offer a springboard to improvement:

- a. Poor readers, compared to good readers, are

¹Nathan S. Blount, "Research on Teaching Literature, Language and Composition," in Second Handbook of Research on Teaching: A Project of the American Educational Research Association, ed. by Robert M. W. Travers (Chicago, Ill.: Rand McNally College Publishing Company, 1973), p. 1090.

²Central Arkansas Education Center, Report to the Center, The Effectiveness of Emphasizing Reading Skills through Individualized Social Living Experiences (Little Rock, Ark.: Central Arkansas Education Center, 1972), p. 15.

³Sandra A. Warden, The Leftouts: Disadvantaged Children in Heterogeneous Schools (New York: Holt, Rinehart and Winston, Inc., 1968), p. ix, Preface.

less "adjusted personally and socially."¹

- b. Disadvantaged students lack "two key elements of critical thinking--the ability to draw inferences and the ability to make generalizations."²
- c. Middle class children, because of their better ability to conceptualize--"to transform information in order to derive the correct answer"--are better able to learn than disadvantaged children.³

J. Incompetence

Rudolph Flesch boasts of his Ph.D. degree from Teachers College, Columbia University; states that he is an admirer of John Dewey; thinks education should be democratic, free of "senseless formalism and drill, based on interest and meaningful experience, and inseparably joined to the real life that goes on around the child"; and has had four books published to prove that he is a "liberal."⁴ But all of

¹Guy L. Bond and Miles A. Tinker, Reading Difficulties: Their Diagnosis and Correction (2nd ed.; New York: Appleton-Century-Crofts, 1967), p. 125.

²Kenneth R. Wulff, "Cognitive Development in Disadvantaged Students," The Journal of Educational Research, LXVII (March, 1974), 310.

³Jean N. Nazzaro and James R. Nazarro, "Associative and Conceptual Learning in Disadvantaged and Middle-Class Children," Journal of Educational Psychology, LXV (December, 1973), 341.

⁴Rudolph Flesch, Why Johnny Can't Read--and What You Can do about It (New York: Harper & Row, Publishers, 1955), p. 127.

Dr. Flesch's high credentials fail to prevent him from asserting the following myopia: "Parents do not pay school taxes to have first-graders taught 'discussion.' They pay to have their children taught to read, write, and spell."¹

Dr. Flesch fails to grasp that discussion--as well as all other school subjects--is consanguineously interwoven with reading, writing, spelling, thinking!--and with life itself...!

Clifford J. Kolson and George Kaluger assure readers that few areas have been researched as much as reading: "Over 700 scientific studies of reading were published in the United States and England over a seven year period." Most research results in reading are inconclusive because: (a) "the experiments lacked sufficient breadth; (b) adequate controls were not provided; (c) the design could be questioned; and (d) unwarranted conclusions were drawn. In other words, there is a large quantity of research being done, but only a small percentage of the research has quality."²

K. Divination

The measurement of writing ability is greatly subjective and unreliable.³

¹Ibid., p. 99.

²Clifford J. Kolson and George Kaluger, Clinical Aspects of Remedial Reading (Springfield, Ill.: Charles C. Thomas, Publisher, 1972), pp. 131-32.

³Thomas E. Whalen, "A Validation of the Smith Test for Measuring Teacher Judgment of Written Composition," Education, XCIII (November-December, 1972), 1972.

33

"There are just about as many descriptions or definitions of reading as there are 'reading experts.'"¹

L. Chicanery

In several instances, fraud [in reading test scores] is uncovered. Teachers, under pressure to produce better results, are found to have coached their pupils on the correct responses to the standardized test questions. Principals are accused of misrepresenting test data. A couple of miracle workers emerge over the years--educators who have developed "new ways" to teach reading or at least generate higher reading scores--but whose discoveries tend to evaporate upon closer examination.²

M. Damage

"The reader's hair stands on end at hearing what folly has been condoned as educational theory during the past thirty years."³

Educational research frequently is questionable and actually misleading because "the statistical methods used were most notable for their obscurity," and because no other scholar replicates to verify the findings of the original study.⁴

¹Emerald V. Dechant, Improving the Teaching of Reading (2nd ed.; Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970), p. 1.

²Feigenbaum, "Reading Test Scores and Other Strangers," p. 106.

³Barzun, Tomorrow's Illiterates, p. xiv, Introduction.

⁴Robert H. Bradfield, "How Do I Fail Three? Let Me Count the Ways," Academic Therapy, IX (Fall, 1973), 21.

"Much remains to be done" to reverse the long-accumulating damage.¹

Admittedly, "The 'relations' between culture and subordinate groups in a stratified society have been highly problematic in social science research, particularly when applied to an empirical field such as urban education";² but the lingering legend that "Perhaps the school can be an island that compensates for or offsets what is lacking outside, a key that unlocks individuals who have been closed to learning,"³ perpetuates an enfeebling fable:⁴ No "panacea or compensatory education program has yet been devised that will instantly ameliorate the socioeconomic devastation into which a disadvantaged child is born";⁵ and an increasing

¹Albert J. Harris, "The Preparation of Classroom Teachers to Teach Reading," Journal of Research and Development in Education, VII (Fall, 1973), 17.

²D. R. Watson, "Urban Education and Cultural Competence: Competing Theoretical Models in Social Science," Urban Education, VIII (April, 1973), 20.

³Hilda Taba and Deborah Taba, Teaching Strategies for the Culturally Disadvantaged (Chicago, Ill.: Rand McNally & Company, 1968), p. 265.

⁴Ruth Fedder and Jacqueline Gabaldon, No Longer Deprived: The Use of Minority Cultures and Languages in the Education of Disadvantaged Children and Their Teachers (New York: Teachers College Press, 1970), p. 8; Nathan Borowsky, "Letter to the Editor," New York Teacher, April 13, 1975, p. 8; Marjorie B. Smiley, "Gateway English: Teaching English to Disadvantaged Students," in Education and Social Crisis: Perspectives on Teaching Disadvantaged Youth, ed. by Everett T. Keach, Jr., Robert Fulton, and William E. Gardner (New York: John Wiley & Sons, Inc., 1967), p. 352.

⁵John R. Hulan, "Head Start Program and Early School Achievement," The Elementary School Journal, LXXIII (November, 1972), 94.

body of experts argues that recuperative mobility in the language arts can occur only in concomitance with a resuscitation of our entire gangrenous, tortuous, tortured--and in turn torturing!--society:¹ "There is no question that a more total approach must be taken to stem the tide of failure in the slum school. Government, university, public school, welfare agency, and neighborhood groups have got to come together."²

A child's family and environment must better be fertilized to yield advantages--not disadvantages:³ "Pre-occupation with survival on a day-to-day basis does not permit parents of the low-income families to educationally orient their children;⁴ and "It is essential to keep in mind

¹Mildred Letton Wittick, "Language Arts for the Disadvantaged," in Teaching the Culturally Disadvantaged, comp. and ed. by John M. Beck and Richard W. Saxe, Introduction by Robert J. Havighurst (Springfield, Ill.: Charles C. Thomas, Publisher, 1969), pp. 141-42; Peltz, "The Reading Problem," p. 14; Dan W. Dodson, "What is Quality Education?", The Negro Educational Review, XXV (January, 1974), 17.

²Gerry Rosenfeld, "Shut Those Thick Lips!": A Study of Slum School Failure (New York: Holt, Rinehart and Winston, Inc., 1971), p. 114.

³Ira J. Gordon, Parent Involvement in Compensatory Education (Springfield, Ill.: University of Illinois Press [published for the ERIC Clearinghouse on Early Education], 1968), p. 1; Sampson, English for the English, p. 42; Howard Ozmon, "Reading Progress for the Culturally Disadvantaged," in Education and the Many Faces of the Disadvantaged: Cultural and Historical Perspectives, ed. by William W. Brickman and Stanley Lehrer (New York: John Wiley & Sons, Inc., 1972), p. 262; Ruth Hamlin, Rose Mukerji, and Margaret Yonemura, Schools for Young Disadvantaged Children (New York: Teachers College Press, 1967), pp. 99-100.

⁴Ornstein, Educating the Disadvantaged, p. 279.

that intellectual development does not take place in relation to some artificially isolated segment of the environment--the verbal environment, the social environment, the cognitive environment--but in relation to the child's total environment, physical as well as psychological, and prenatal, as well as postnatal."¹

A multitude of societal ills awaits correction prior to the mitigation of America's educational dysfunction.² We must continue research: "genetic, prenatal, nutritional, and social";³ for we will motivate ghetto children toward acceptance of standard American culture when we prove to these children that they can join the standard American life...!⁴

The United States must counter the language-reading

¹Herbert G. Birch and Joan Dye Gussow, Disadvantaged Children: Health, Nutrition, and Failure (New York: Harcourt Brace Jovanovich, Inc., 1972), p. 266.

²Philip M. Blair, "Rates of Return to Education of Mexican-Americans and European-Americans in Santa Clara County, California," Comparative Education Review, XVII (February, 1973), 41; Harrell R. Rodgers, Jr., "Toward Explanation of the Political Efficacy and Political Cynicism of Black Adolescents: An Exploratory Study," American Journal of Political Science, XVIII (May, 1974), 280; Clara M. D. Riley and Frances M. J. Epps, Head Start in Action (West Nyack, N.Y.: Parker Publishing Company, Inc., 1967), p. vii, Foreword; Helen Fouch Rucker, "Why Can't You Read, Johnny?", Instructor, LXXXIII (March, 1974), 14.

³Arthur R. Jensen, "The Culturally Disadvantaged and the Heredity-Environment Uncertainty," in Disadvantaged Child: Head Start and Early Intervention, Vol. 2, ed. by Jerome Hellmuth (New York: Brunner/Mazel, Publishers, 1968), p. 72.

⁴Horace Mann Bond, The Education of the Negro in the American Social Order (New York: Octagon Books, Inc., 1966), p. 489..

plague with a variety of approaches:¹ "Because of the extremely complex nature of language, no single discipline is likely to have a monopoly on valid information concerning the nature of language."²

Three critical facts in the restructuring of society especially must be borne in mind:

- A. All educators must actively engage in politics to further worthwhile educational aspirations;³ public-education policymakers in particular, supported by public-moneys, already are in politics--and must dutifully and courageously rally support for political candidates who will

¹ Learning in New York, Lillian Weber quoted, May-June, 1975, p. 10; R. Malipant, S. Supramaniam, and E. Saraga, "Acquiring Skill in Reading: A Review of Experimental Research," Journal of Child Psychology and Psychiatry, XV (July, 1974), 183; Tom Hickey, "Bilingualism and the Measurement of Intelligence and Verbal Learning Ability," Exceptional Children, XXXIX (September, 1972), 28; Kenneth S. Goodman, "READING: You Can Get Back to Kansas Anytime You're Ready, Dorothy," English Journal, LXIII (November, 1974), 62; Evans, "Remedial Reading in Secondary Schools: Still a Matter of Faith," p. 114; Gordon and Wilkerson, Compensatory Education for the Disadvantaged, p. 79.

² Robert K. Jackson, "Implications of Language Research for Reading Teaching," Reading Improvement, IX (Spring, 1972), 9.

³ Roman Pucinski, "The Role of the Educator in the Political Arena," Business Education, XXVIII (1974), 43; Thomas Hobart, "An Open Letter to Our 216,000 Members," New York Teacher, April 6, 1975, p. 2; Doxey A. Wilkerson, "Compensatory Programs Across the Nation: A Critique," in Reaching the Disadvantaged Learner, ed. by A. Harry Passow (New York: Teachers College Press, 1970), p. 17; Forrest Parkay, "The Inner-City High School," School Review, LXXXII (May, 1974), 485.

further educational desirabilities.¹

B. Social protest in education is valuable: but care in its use must be exercised, otherwise wayward youth will scapegoat by ascribing its own failure to the ills of society.²

C. Vigilance may never be relaxed--even in the unlikely vicinity of millennium--as one tragicomic example red-flares: Although inadequate diet importantly tends to contribute in numerous instances of ineffectual school performance by disadvantaged students, increased family "income might be harmful because, as incomes of poverty groups go up, the consumption of inferior goods goes up also"--including "high starch food, relative to high protein food"...!³

In summary, the need to improve language and reading skills among elementary and secondary school disadvantaged youth remains painfully immense and critical. The philosophy and methodology to rectify the problem continues to be complicated and controversial: remediation, if possible, is an

¹Kenneth B. Clark, et al., The Educationally Deprived: The Potential for Change (New York: Metropolitan Applied Research Center, Inc., 1972), p. 107.

²Dan W. Dodson, "Beyond Legislation and Litigation--What?", in Negro Education in America, ed. by Virgil A. Clift, Achibald W. Anderson, and H. Gordon Hullfish (New York: Harper & Row, Publishers, 1962), pp. 276-77.

³John P. Walter, "Two Poverties Equal Many Hungry Indians: An Economic and Social Study of Nutrition," The American Journal of Economics and Sociology, XXXIII (January, 1974), 43.

exceptionally difficult task.

2. Significance

The significance of the problem of this study is that children who remain language and reading bed-ridden are destined to suffer severe personal, educational, and employment disfavor and rejection: society consequentially remains festeringly smothered under its nonstop avalanche of incompetents; misfits; unemployables; malcontents; disrupters; diseasers; welfarers; prisoners; and tax-drainers, instead of tax-payers.

The need to establish language and reading normalcy--even superiority!--among all children...and especially among the disadvantaged!...is critical, immediate, and immense...!

3. Purpose

The purpose of this study is to demonstrate that it is possible for a teacher of English who teaches disadvantaged elementary and secondary school children of high rebellion and low academic-achievement to establish a course of study and methodology which would significantly improve student self-esteem, confidence, behavior, attendance, promptness to class, compliance with homework assignments, and absorption of English subject-matter--especially vocabulary and reading comprehension: thus transmuting potential individual human

wreckage and societal drain into potential individual human salvation and societal enrichment.

4. Problem

The problem of this research is to:

- A. Review and analyze the literature and experience concerned with the widespread language and reading retardation among disadvantaged elementary and secondary school children.
- B. Underscore concepts, practices, and programs designed significantly to bolster the deeply-depressed attitudinal and language/reading skills of these disadvantaged youth.

5. Procedures

The following Dissertation Outline pictures a bird's-eye view of this research effort:

DISSERTATION OUTLINE

AN ANALYSIS OF THE EFFECTIVENESS OF DIFFERENT
LANGUAGE AND READING SKILLS PROGRAMS
FOR DISADVANTAGED YOUTH

CHAPTER I

OVERVIEW: INTRODUCTION, SIGNIFICANCE, PURPOSE,
PROBLEM, AND PROCEDURES

An exposition of the issues and research design for
this study:

1. Introduction

(Background.)

2. Significance

(Social implications and need for
further research.)

3. Purpose

(Paraphrased: Demonstrate that a
teacher of English can muster concepts,
practices, and programs which will
significantly uplift the deeply-
depressed attitudinal and language/
reading levels of disadvantaged

elementary and secondary school children.)

4. Problem

(Paraphrased: Disadvantaged elementary and secondary school children lag far behind the norm in language and reading ability: this study will seek, sift, and apply better remedial educational philosophy and methodology.)

5. Procedures

(Research design and its fulfillment.)

CHAPTER II

A REVIEW OF REMEDIAL PRACTICES AND PROGRAMS AIMED AT REDUCING LANGUAGE AND READING DEFICIENCIES

A review and analysis of the literature:

PART I: PRACTICES

PART II: PROGRAMS

(Summary: Theoretic and actual excellent concepts, practices, and programs already abundantly exist--but require better utilization.)

CHAPTER III

A DECADE OF EFFORTS BY GOVERNMENTAL AGENCIES TO
ASSIST SCHOOLS

A review and analysis of the literature:

1. Federal Efforts
2. State Efforts
3. Local Efforts
4. Federal, State, and Local Efforts
Combined
5. Governmental and Private Efforts
Combined

(Summary: All levels of governmental efforts to assist schools--especially in the shredded pocket pocked with disadvantagedness--themselves display serious preponderant pustules which must be cleared if elementary and secondary school children significantly are to heighten their dwarfed language and reading quotients.)

CHAPTER IV

THE PROBLEM IN PERSPECTIVE: A RATIONALE TO ALLEVIATE
LANGUAGE AND READING DISABILITIES

A distillate of findings in research, experience,

and analysis of worthwhile:

1. Concepts
2. Practices
3. Programs

PART I

THE LITERATURE, AND ANALYSIS THEREOF, REVEAL RICH
REMEDIES

PART II

CONCLUSIONS AND IMPLICATIONS OF THE LITERATURE,
AND ANALYSIS THEREOF, REVEAL EVEN
WIDER-REACHING, RICHER REMEDIES

CHAPTER V

SUMMARY, FINDINGS, AND CONCLUSIONS

This researcher's own exegesis:

1. Summary

(Airline view of what this study set
out to accomplish.)

2. Findings

(Based on the topic, literature,
experience, and this researcher's
analysis.)

3. Conclusions

(Based on this researcher's:

- A. Problem and Purpose of the study.
- B. Findings related to the Problem and Purpose.
- C. Own original theoretical model-program to alleviate language and reading ills among disadvantaged youth.
- D. Sum-up.)

The data for this dissertation derived from a fastidious indepth search of several thousand sources: books; published reports; proceedings; yearbooks; articles, features, and book reviews in journals, magazines, and newspapers; radio and television scripts; manuscript collections; unpublished materials; microfilms and microfiches; and footnote and bibliographic references.

The informational load carried by this research project was documented by approximately one thousand citations within footnotes: Extraordinary energy was expended to effect a data-base which would be extensive, intensive, and invulnerable.

In garnering fact, this researcher proceeded on the assumption that he knew very little about his chosen field of inquiry: He presupposed that such an approach would

compel an open mind welcomingly receptive to accumulative reality neutrally received and interpreted...and, in turn, fairly melded, redeployed, and dispensed.

This study, accordingly, established a criterion which refused to limit variables: it was hoped, thereby, to lay open a virgin horizon of concept, practice, and program which truly and finally would alchemize war into peace in the immemorial flounder to serve equity to disadvantaged elementary and secondary school children: Most specifically and urgently it was hoped at least to normalize--if not to excel--the assimilation and application of American standard-English by these disadvantaged youth.

This researcher voraciously devoured opinion germane to the title of this thesis--opinion all-too-frequently at odds!--without regard to constriction on types of programs, duration of programs, nature of instructional treatment, size of instructional groups, graded or ungraded instructional units, required instructional skills and/or experience--or any other limiting variable.

This researcher tenaciously eschewed a rigid commonality of variables in order to accommodate the widest possible research latitude...and the completely-unhindered happy arrival at a long-awaited, unpredetermined, factually-accurate, pristine destination.

The research material contained within this study was amassed mainly through the superb facilities of the New York City public library system--an admirable and indispensable

educational wellhead to which this researcher acknowledges
inexpressible indebtedness and gratitude.

CHAPTER II

A REVIEW OF REMEDIAL PRACTICES AND PROGRAMS AIMED AT REDUCING LANGUAGE AND READING DEFICIENCIES

Part I of this chapter will review selected practices described in the professional literature to boost the language and reading level of all children; Part II of this chapter will review selected programs which were designed chiefly for disadvantaged children.

It is imperative that the reader weigh all suggestions in this chapter against the assent and dissent previously presented in Chapter I.

It is of singular importance to consider that:

- A. The most pressing educational need of our era is to develop processes which will overcome the language and learning difficulties of disadvantaged children;¹ and only in a classroom of mutual warmth, positiveness, acceptance,

¹Argiro Louchis Morgan, "A New Orleans Oral Language Study," Elementary English, LI (February, 1974), 222.

spontaneity, and respect can remediation anchor.¹

- B. "We too readily accept what exists as inevitable, and we therefore lack a sense of security and autonomy in seeking significant alternatives."²
- C. "It is self-evident that knowledge of the nature of reading in normal children is indispensable to the description of children who deviate from normals. Furthermore, it is apparent that if a model of reading is to be comprehensive, it must account for the performance of poor readers."³
- D. The language level of a child, not his age, determines how early in life he should be introduced to language development and reading.⁴
- E. "It is nearly impossible to determine a 'maximum potential' or 'genetically endowed limitation' for a given individual or group."⁵
- F. "Many of the same kinds of cognitive processes

¹ Ibid., 229.

² Moshe Smilansky, "First Definitions Toward Development Planning Advancement of Disadvantaged Pupils in the Decade 1975-1985," excerpts from material prepared for the Medias Conference--D.A.W., Israel, 1974, p. 46.

³ John T. Guthrie, "Models of Reading and Reading Disability," Journal of Educational Psychology, LXV (August, 1973), 17.

⁴ Patricia N. Foulke, "How Early Should Language Development and Pre-Reading Experiences be Started?", Elementary English, LI (February, 1974), 310.

⁵ Raymond E. Keel and G. Thomas Rowland, "How Children Learn: A Developmental Approach," The Elementary School Journal, LXXIV (May, 1974), 505.

- underline adult and child language acquisition.¹
- G. Educators must suit the school to the child, and regard a disadvantaged student "as a challenge rather than a burden."²
- H. No "one method is clearly superior to other approaches" in the teaching of reading; nor does diagnostic procedure exist to enable a teacher to "make the best methodological choice."³
- I. "Any method will teach some children to read... no method will teach all."⁴

PART I

PRACTICES AIMED AT REDUCING LANGUAGE AND READING DEFICIENCIES

Language Arts comprises skills which simultaneously

¹Edith Almas Shahla Hananiah, "Acquisition of English Structures: A Case Study of an Adult Native Speaker of Arabic in an English-Speaking Environment," Ph.D. dissertation, Indiana University, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 7, January 1975), p. 4477-A.

²Walter N. Grantt, "Language and Learning Styles of the 'Educationally Disadvantaged,'" The Elementary School Journal, LXXIII (December, 1972), 142.

³Palmer, "The Rip-Off in Reading," p. 42.

⁴Mary Jo Woodfin, "Whatever Happened to Reading?," Educational Leadership, XXX (April, 1973), 622.

are complicatedly independent,¹ interdependent,² interdisciplinary,³ and integrated.⁴ Practices aimed at reducing language and reading deficiencies are multitudinous, and many such practices herein follow:

Verbal ability and vocabulary development "should involve learning of ways of knowing concepts rather than learning words as undifferentiated entities,"⁵ and "should

¹Samuel S. Zeman, "Word Analysis Skills are not Reading Skills!", *Academic Therapy*, IX (Summer, 1974), 465; Muriel R. Saville, "Language and the Disadvantaged," in *Reading for the Disadvantaged: Problems of Linguistically Different Learners*, ed. by Thomas D. Horn (New York: Harcourt, Brace & World, Inc., 1970), p. 115.

²Smiley, "Gateway English: Teaching English to Disadvantaged Students," p. 342; Lester S. Golub, "How American Children Learn to Write," *The Elementary School Journal*, LXXIV (January, 1974), 240; Lerue Winget, Foreword, in *Reading for Information and Enjoyment, Kindergarten through Grade Twelve*, ed. by Utah State Board of Education, Salt Lake City, Div. of General Education, Report of the Utah State Board of Education (Salt Lake City, Utah: Utah State Board of Education, 1970), Foreword.

³Leslie Ray Tolman, "Opinions of Secondary School Students Regarding Objectives of Secondary Education," Ed.D. dissertation, University of Montana, 1974, in *Dissertation Abstracts International: The Humanities and Social Sciences*, ed. by the staff of Xerox University Microfilms (Ann Arbor, Mich.: Xerox University Microfilms, Vol. 35, No. 10, April 1975), pp. 6443-A - 6444-A; Ward Mitchell Cates, "An Electrifying Approach to Teaching Reading; or How I Galvanized 'Em in the Reading Class," *English Journal*, LXIII (November, 1974), 97-98.

⁴Kevin J. Swick, "Reading Processes and the Disadvantaged," *Reading Improvement*, X (Winter, 1973), 33; Romalda Bishop Spalding with Walter T. Spalding, *The Writing Road to Reading: A Modern Method of Phonics for Teaching Children to Read* (Rev. ed.; New York: Whiteside, Inc. and William Morrow & Company, 1962), p. 8.

⁵p. O. Evanechko, R. D. Armstrong, and Patricia A. McFetridge, "Semantic Space and the Development of Word Meaning," *The Alberta Journal of Educational Research*, XX (December, 1974), 305.

occur through the natural learning sequence for language, i.e., [thinking], listening, speaking, reading, writing."¹

Language Arts variation schemes to promote student competence are innumerable.

Some effective combinations are:

- A. Thinking, listening, speaking, reading, and writing.²
- B. Language, reading comprehension, and thinking.³
- C. Speech, reading, and writing.⁴
- D. Speech and reading.⁵
- E. Spelling and phonics.⁶

¹Ibid., 315; see also Lillian M. Logan, Virgil G. Logan, and Leona Paterson, Creative Communication: Teaching the Language Arts (Toronto, Canada: McGraw-Hill Ryerson Limited, 1972), p. ix, Preface.

²John T. Becker, "Language-Experience Attack on Adolescent Illiteracy," Journal of Reading, XVI (November, 1972), 118; Smith, "English Teacher as Reading Teacher," pp. 246-50; Miles Zints, "Developing a Communication Skills Program for Bilinguals," in Understanding and Helping the Retarded Reader, ed. by Ruth Strang (Tucson, Arizona: The University of Arizona Press, 1967), p. 71.

³John W. Miller, "Linguistics and Comprehension," Elementary English, LI (September, 1974), 857; Lester L. Bundy, "Our Current Reading Instruction is Inadequate," Reading Teacher, XXVII (May, 1974), 777.

⁴Russell G. Stauffer, The Language-Experience Approach to the Teaching of Reading (New York: Harper & Row, Publishers, 1970), p. xi, Preface.

⁵Virgil A. Anderson and Hayes A. Newby, Improving the Child's Speech (2nd ed.; New York: Oxford University Press, 1973), p. 437.

⁶Roma Gans, Fact and Fiction about Phonics (New York: The Bobbs-Merrill Company, Inc., 1964), p. 100.

- F. Vocabulary and reading.¹
- G. Reading and writing.²
- H. Syntax and pictures.³
- I. Dramatic participations such as socio-dramatic play,⁴ thematic fantasy,⁵ simulation,⁶ and creative movement interpreting comprehension.⁷
Dramatic forms, unfortunately, are not as fructuous with slow learners as with good learners.⁸
- J. Audio-visual aids and modern technology:
Reading and reading-materials no longer maintain

¹Alabama University, Tuscaloosa, Report of the University, GIFT (Good Ideas for Teaching): Reading (Washington, D.C.: Office of Education [DHEW], 1972), p. 55.

²Jacqueline Schacter and Howard E. Blake, "Promoting Composition and Literature: A School-Wide Thematic Program," Elementary English, LI (September, 1974), 625.

³Shannon D. Moeser and Albert S. Bregman, "Imagery and Language Acquisition," Journal of Verbal Learning and Verbal Behavior, XII (February, 1973), 91.

⁴Sophie L. Lovinger, "Socio-Dramatic Play and Language Development in Preschool Disadvantaged Children," Psychology in the Schools, XI (August, 1974), 317.

⁵Eli Saltz and James Johnson, "Training for Thematic-Fantasy Play in Culturally Disadvantaged Children: Preliminary Results," Journal of Educational Psychology, LXVI (August, 1974), 630.

⁶Robert C. Maxson, "Simulation: A Method That Can Make a Difference," The High School Journal, LVII (December, 1973), 110.

⁷James H. Humphrey, "Teaching Reading Through Creative Movement," Academic Therapy, IX (Spring, 1974), 321.

⁸Maxson, "Simulation: A Method That Can Make a Difference," p. 110.

exclusivity over knowledge-gain or -storage:

"film, tape, videotape, phonograph record, telephone lines, open and closed circuit television"

also now superbly transmit and store information: so much so that some libraries are now stocking these additional items and starting to call themselves "Learning Resources Center."¹

Other technology is also available: programmed instruction, language laboratories, computer-assisted instruction,² and typing. Since typing "is something a child can do before he can master the fine finger movements of writing," typing can help children to learn to read and write at an earlier age; and to apply his reading and writing more creatively.³

K. Countless additional suggestions include establishment of a Communication Skills Center offering varied instructional material;⁴ games

¹Robert Oliphant, "Toward a Theory of Reading Sequence," Learning Today, VI (Summer, 1973), 45; see also Fred H. Marcus, "A Modern Modest Proposal: Read the Movie First," English Journal, LXIII (November, 1974), 96-97.

²Francine Silverblank, "The New Technologies Can Work," Reading Improvement, XI (Winter, 1974), 18.

³John B. Nance, "Systems Concept Improves Instruction," Business Education Forum, XXVIII (November, 1973), 17.

⁴Jackie Waldon Markham, "Design and Evaluation of a Model Communication Skills Instructional System," Ph.D. dissertation, The University of New Mexico, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 9, March 1975), p. 5785-A.

and exercises;¹ dictionary study;² courses in creative writing and journalism;³ collaborative revision of compositions;⁴ and special training via "videotape feedback, behavior modification, and microcounseling."⁵

The five sub-divisions of the Language Arts--

(a) Thinking, (b) Listening, (c) Speaking, (d) Reading, and (e) Writing--can, of course, be studied as independent sub-skills, and some practices for teaching each category follow:

A. Thinking

The man who can read may be worse off than the man who cannot read if the former's "education hasn't equipped him to read carefully, critically, and well."⁶

¹Thomas D. Horn and Elaine Fowler, "Written Language-Skills are Important," Instructor, LXXXIII (February, 1974), 51-52

²Wittick, "Language Arts for the Disadvantaged," p. 109.

³Gordon and Wilkerson, Compensatory Education for the Disadvantaged, p. 83.

⁴Ronald G. Midkiff and Gary Smith, Towards an Evolving Philosophy of Language Instruction in the Public Schools and Teaching Standard Usage to Non-Standard Speakers: A Report of an Experiment, Report to Linguistics Research and Demonstration Project, Rome City School System, Ga. (Rome City, Ga.: Rome City School System, 1969), p. 46.

⁵Joel R. Barbee and Ellsworth C. Keil, "Experimental Techniques of Job Interview Training for the Disadvantaged: Videotape Feedback, Behavior Modification, and Microcounseling," Journal of Applied Psychology, LVIII (October, 1973), 209.

⁶Ken L. Dulin, "The Sociology of Reading," The Journal of Educational Research, LXVII (May-June, 1974), 395.

Reading is a searcher of concept: and instead of proceeding from word to meaning, reading should move from meaning to word. "Ideas are basic and underlie the surface structures of language."¹

Children in all grades--starting with kindergartners--can and should be trained to "read critically"² and to "listen critically"³ by "explicit teaching"⁴ which preferably uses "visual-verbal study materials . . . superior to visual materials alone, which in turn were superior to verbal materials alone."⁵

The English teacher, in teaching literature, is in a

¹James R. Squire, "Effective Sequencing of Language Experiences in Reading," Educational Horizons, L (Spring, 1972), 146.

²Joanna Sullivan, "Receptive and Critical Reading Develops at all Levels," Reading Teacher, XXVII (May, 1974), 779.

³Given Parrott, "An Investigation of Growth in Critical Reading-Listening Ability in Grades Two and Three," Ph.D. dissertation, The Florida State University, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 9, March 1975), p. 5780-A.

⁴Helen Joyce Ritter, "The Identification and Teaching of Selected Temporal Constructions to Young Children," Ed.D. dissertation, Indiana University, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 9, March 1975), p. 6125-A.

⁵Helen R. Jones, "The Use of Visual and Verbal Memory Processes by Three-Year-Old Children," Journal of Experimental Child Psychology, XV (April, 1973), 340.

unique posture¹ to help students view matters from impersonal, analytical, objective vantage points,² and to concentrate on "questions of values and perspective," rather than on "a body of knowledge" to be retained for its own sake.³

Expository writing also furnishes an excellent opportunity to develop critical thinking.⁴

The best way to teach independent thinking is for a teacher to encourage a student to write about things for which the student possesses no "programmed expressions": such as interpreting "what John Donne said about religion."⁵

Subjects of immediate personal concern to students are especially attractive thought-challenges because of the research, discussional, and written opportunities spurting from increased relevancy and interest.⁶

¹Ann C. Barnes, "Attitudes: Positive Changes Through the Study of Literature," The Clearing House, XLVII (September, 1972), 25.

²Lee Odell, "Teaching Reading: An Alternative Approach," English Journal, LXII (March, 1973), 454-55.

³Arthur N. Applebee, Tradition and Reform in the Teaching of English: A History, Report to the National Council of Teachers of English, Urbana, Ill., 1974 (Urbana, Ill.: National Council of Teachers of English, 1974), p. 246.

⁴Kenneth B. Henderson, "The Teaching of Critical Thinking," The Educational Forum, XXXVII (November, 1972), 51.

⁵Arthur R. Riel, Jr., "Our Philosophies and Our Failures" (paper presented at the Annual Meeting of the Conference on College Composition and Communication [25th], Anaheim, California, April 4-6, 1974), p. 7.

⁶William E. Klingele, "Sex Education--A Course in High School English," The High School Journal, LVII (December, 1973), 120-21.

"We have shown that reading achievement and logical ability are highly correlated; that average readers are superior in logical ability to slow readers of comparable overall intelligence; and that training children in logical skills has a significant positive effect upon some aspects of reading achievement."¹

But we also must teach students to think and reason "through other media than words, so that the barrier of verbal limitation may be by-passed whenever it is not relevant."²

"A primary role of the teacher is to follow the process and to provide creative conflict at appropriate moments. In the long run, the imposition of rules is a less efficient way to teach than influencing development of underlying cognitive processes that will eventually enable the child to construct his own rules, which will square with physical reality."³

B. Listening

Pupils can best learn the English language not within written contexts, but by listening to oral communication as it is interestingly used in everyday significant human interactions. Pupils are better motivated to learn when

¹David Elkind, "We Can Teach Reading Better," Today's Education, LXIV (November-December, 1975), 36.

²Robert L. Thorndike, "Reading as Reasoning," Reading Research Quarterly, IX (1973-1974), 147.

³Gilbert Voyat, "IQ: God-Given or Man-Made? A Discussion of 'Jensenism'," pp. 161-62.

acquisitional experiences most closely relate to human interests, natural processes, and normal capacities.¹ The disadvantaged student, especially, benefits by a course in "listening improvement."²

C. Speaking

"Language acquisition is largely dependent upon verbal interaction between the learner and a more verbally mature speaker."³

Research indicates that verbal ability is best developed in a classroom where a teacher is slow to criticize, accepts and praises worthwhile student ideas, and imposes "minimal restrictive direction and control."⁴

Students should develop manipulative skill in "the phonetic components of the spoken language,"⁵ since "simple

¹Andrew Wilkinson and Leslie Stratta, "Listening and the Study of Spoken Language," Educational Review, XXV (November, 1972), 5-6.

²Barbara Elaine Mallard Amerson, "The Effect of Instruction in Listening on the Development of Listening Comprehension Skills of Disadvantaged Post-Secondary Youth," Ed.D. dissertation, University of Kentucky, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Xerox University Microfilms (Ann Arbor, Mich.: Xerox University Microfilm, Vol. 35, No. 9, March 1975), p. 5767-A.

³Carol Vukelich and Margaret Matthias, "A Language Process for Use with Disadvantaged Children," Elementary English, LI (January, 1974), 123.

⁴Squire, "Effective Sequencing of Language Experiences in Reading," p. 148.

⁵Robert C. Calfee and Patricia Lindamood, "Acoustic-Phonetic Skills and Reading--Kindergarten Through Twelfth Grade," Journal of Educational Psychology, LXIV (June, 1973), 293.

phonological skills are significantly and substantially related to reading and spelling performance" from kindergarten through high school.¹

A person's vocabulary bank "is an excellent indicator of . . . language development . . . has a high correlation with mental ability . . . has been linked with high performance on non-verbal tasks." Oral and written vocabulary also promotes reading vocabulary.²

"Some nonverbal isolate children may begin producing speech when play behaviors with peers are reinforced by teachers": the speech-encouraging activities, not the teachers, are primary stimuli to speech increments.³

Politics--or current events generally--provide abundant excellent sources for training in oral and written English.⁴

D. Reading

An oft-repeated dominant caveat in the literature

¹Ibid., p. 298; see also Jana M. Lucas, "Overgeneralization in Learning to Read" (paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Ill., April 15-19, 1974), p. 12.

²Richard A. Thompson and Janet M. Blackwell, "Verbalized Responses to Environmental Stimuli is a Stepping Stone to Decoding Written Language," Elementary English, LI (September, 1974), 855-56.

³Vey Michael Nordquist and Barbara Bradley, "Speech Acquisition in a Nonverbal Isolate Child," Journal of Experimental Psychology, XV (February, 1973), 159.

⁴Theodore W. Hipple, "Politics and English: Presidential Election Offers Unusual Classroom Experience," The Clearing House, XLVII (September, 1972), 14.

on the teaching of reading is that to maximize student reading-ability, all teachers of all subjects in a given school must provide reading instruction in their content area;¹ and that all other members of the professional staff--from administrators to paraprofessionals--must reinforce this team effort.² Educators in all areas who have joined in the teaching of reading agree that this practice brings satisfactory results.³

The objectives of a reading program are enjoyment, and breadth and depth of reading.⁴

In reading classes, remedial or not, "people must

¹Frank G. Jennings, "For the Record," Teachers College Record, LXXIV (September, 1972), 78; see also Rosemary Yoakum, "Classroom Procedures with Able Retarded Readers," in Understanding and Helping the Retarded Reader, ed. by Ruth Strang (Tucson, Arizona: The University of Arizona Press, 1967), pp. 31-32; Winget, Foreword, p. 49; Smith, "English Teacher as Reading Teacher," pp. 245-46; Jeri Engh, "Reading: An Inner City's 'Total' Approach," American Education, VIII (December, 1972), 18-19; Robert Ramonda, "Reading Instruction," in Teaching the Disadvantaged Child, ed. by Sidney W. Tiedt (New York: Oxford University Press, 1968), p. 77; Thompson and Blackwell, "Verbalized Responses to Environmental Stimuli is a Stepping Stone to Decoding Written Language," pp. 855-56.

²John E. George, "High School Reading Programs for the Disadvantaged," in Reading Goals for the Disadvantaged, ed. by J. Allen Figurel (Newark, Del.: International Reading Association, 1970), p. 160.

³Dan Dramer, "Every Teacher a Teacher of Reading" (paper presented at the Annual Meeting of the International Reading Association [18th], Denver, Col., May 1-4, 1973), p. 7.

⁴Randolph, Evaluation in Reading, p. 34.

spend the major portion of their time reading!"¹ Each item of a reading program must prepare and direct a person to read.²

Poor readers in high school need the same basic reading drills as poor readers in elementary school--and the same materials and techniques must be used!³

It must be remembered that no reading method or material now known is best for, or can even help all, pupils; that reading instruction requires a variety of alternatives;⁴ and that teachers of reading must remain careful not to push so hard as to choke children with the subject.⁵

A teacher can help students toward a love of literature and reading by reading to the class: thus, through lingering identification with fascinating stories, the teacher may become as memorable to his students as the literature he reads to them.⁶

¹Ronald Saptora and Louise Jensen, "Reality Therapy in Reading: It's What's in People that Counts," English Journal, LXIII (November, 1974), 49.

²Winget, Foreword, p. 6.

³Anna Gillingham and Bessie W. Stillman, Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship (7th ed.; Cambridge, Mass.: Educators Publishing Service, Inc., 1960), p. 120.

⁴Robert Farrar Kindler, "Needed for Every Reader: Alternatives," The New England Reading Association, VIII (July, 1972), 7.

⁵Paz I. Bartolome, "Improved Reading with Improved Treatment of Children," Childhood Education, L (February, 1974), 206.

⁶Beth C. Paullin, "To Capture Those Captives: READ TO YOUR STUDENTS!", English Journal, LXIII (November, 1974), 88; see also Winget, Foreword, p. 95.

Classroom story-dramatizations can instill a love of reading within students.¹

When students read orally, a teacher should listen for "miscues"--mistakes--analyze the mistakes for patterns of phonics, graphics, dialect, grammar, comprehension, etc.--and thereby intelligently be able to counsel students toward improved reading.²

Although visual imagery helps a student to read better, its success depends upon a student's individual capability: therefore visual imagery cannot help all students alike.³

Students can be helped to improve their reading recall and comprehension accuracy through practice in reading and then in recalling salient facts.⁴

Verbalizing--or thinking aloud--can help a student in reading comprehension; and a student's practice should be

¹Andrea Wertheimer, "Story Dramatization in the Reading Center," English Journal, LXIII (November, 1974), 85.

²Yetta Goodman, "I Never Read Such a Long Story Before," English Journal, LXIII (November, 1974), 65-71.

³Joel R. Levin, et al., Strategies in Reading Comprehension: II. Individual Differences in Learning from Pictures and Words, Report to the Wisconsin University at Madison Research and Development Center for Cognitive Learning, Madison, Wisconsin, April, 1973 (Washington, D.C.: National Institute of Education [DHEW], 1973, p. 11.

⁴Anthony V. Manzo, "The Guided Reading Procedures: A Strategy for Improving Unaided Recall and for Advancing an Attitude of Comprehension Accuracy" (paper presented at the Annual Conference on Secondary Reading of the University of Virginia, March 2, 1972, p. 10.

abetted by coaching from his teacher.¹

"Reading comprehension is not simply a process of decoding, but is rather a process of recognizing the syntactic relationship between words in a written passage."²

Both retarded and non-retarded children "learned more words and showed greater transfer" in later reading untaught words, when words were taught parts-to-whole--from single-letter sounds to complete words (from phoneme to grapheme)--than when words were taught whole-to-parts--from complete-word reduced to its single-letter sounds (grapheme to phoneme).³

Since sentences are more meaningful and are remembered better than words,⁴ cloze procedure is an excellent way for a student to develop reading comprehension: a student restates one or more missing words to a sentence.

¹Robert L. Schreiner, "Verbal Coding as an Instructional Strategy in Improving Pupil Performance on Standardized Measures of Reading Comprehension" (unpublished research, University of Minnesota, 1973), p. 10.

²Carl Herman Rinne, "Improvement in Reading Comprehension Through Increased Awareness of Written Syntactic Patterns," Ph.D. dissertation, Stanford University, 1967, in *Dissertation Abstracts: The Humanities and Social Sciences*, ed. by the staff of Xerox University Microfilms (Ann Arbor, Mich.: Xerox University Microfilms, Vol. 28, Nos. 7-8, January 1968), p. 2668-A.

³Donald Neville and Thomas R. Vandever, "Decoding as a Result of Synthetic and Analytic Presentation for Retarded and Nonretarded Children," *American Journal of Mental Deficiency*, LXXVII (March, 1973), 533.

⁴Giovanni B. Flores D'Arcais, "Is There a Memory for Sentences?", *Acta Psychologica*, XXXVIII (February, 1974), 35.

Two examples are:

A. The boy likes to eat _____ for breakfast.

B. He _____ down the street.¹

A child should be taught to read only when he wants to read: just as he is encouraged to walk or talk when he himself signals.² "Reading failure is often blamed on poor teaching, parental neglect, dull intelligence, low motivation, or poor emotional tone; usually it is due to a delay in readiness to process written symbols into meaning at a reasonable rate. Some get it early, some late, some never."³

Kindergarten and first grade reading teachers engage in a variety of reading readiness practices, some of which are supported by research, others of which are not.⁴ But "Despite this guilty admission that the 'magic formula' has not yet been found, most of the authorities in the field state with assurance that the essential requirements of 'reading readiness' are:

A. Ability to listen and distinguish oral sounds.

¹Dolores Kennedy, "The Cloze Procedure: Use it to Develop Comprehension Skills," Instructor, LXXXIV (November, 1974), 82.

²Leonard Bloomfield and Clarence L. Barnhart, Let's Read: A Linguistic Approach (Detroit, Mich.: Wayne State University Press, 1961), p. 3.

³George W. Brown, "How Correctable is Reading Failure?", Rehabilitation Literature, XXXIII (December, 1972), 359.

⁴Melvie Lynn Ross, "Reading Readiness Practices in Kindergarten and First Grades," Ed.D. dissertation, Oklahoma State University, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Xerox University Microfilms (Ann Arbor, Mich.: Xerox University Microfilms, Vol. 35, No. 10, April 1975), p. 6441-A.

- B. Ability to perceive visual differences.
- C. Rich experience in auditory and visual stimulation.
- D. Ability to think symbolically.
- E. Experience in problem-solving.
- F. Verbal ability.
- G. Good vocabulary.¹

During the 1960's it became fashionable for business firms, emulating school systems, to adopt various new glamorous educational techniques such as "programmed learning, business games, computer simulations, and video tape systems"; but experience has shown that simple, unglamorous reading remains "one of the most effective and economical ways for the individual to learn, change, and develop."² "There is no substitute for reading."³

Student interest varies widely on the basis of

¹Stein, "Strategies for Failure," p. 155.

²Diana Mack Drake, "Anglo American Teachers, Mexican American Students, and Dissonance in Our Schools," The Elementary School Journal, LXXIII (January, 1973), 48.

³Ibid., p. 51; see also Pauline Gore Bryant, "Defining Low-Achieving, Inner-City Third-Grade Students' Preferred Reading Modality Through Prediction Equations and Computer Simulation," Ed.D. dissertation, University of Kentucky, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 9, March 1975), p. 5770-A; Edward A. Ide, "Programmed Instruction Can Teach Children to Read," The American School Board Journal, CLXI (February, 1974), 40.

intelligence, age, gender, and economic level.¹

Student apathy and hostility are two correlates in a corrective reading class and should be countered with "reading activities and materials that strike pupils as being functional and immediately satisfying." Some teaching techniques, for example, would include:

- A. Reading restaurant menus and cook books.
- B. Directions on how to perform magic tricks.
- C. Catalogues of sports equipment, tools, car parts.
- D. Sheet music.
- E. Jokes and cartoons.
- F. Resort hotel ads.
- G. Travel timetables.
- H. Motor vehicle manuals.
- I. First aid instruction.²

A teacher must stress the fun³ and enjoyment⁴ elements of reading; and the best way to assure reading pleasure is to

¹Judith Napier True, "A Comparison of Reading Interests by Economic Levels," Ph.D. dissertation, Georgia State University-School of Education, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Xerox University Microfilms (Ann Arbor, Mich.: Xerox University Microfilms, Vol. 35, No. 10, April 1975), pp. 6444-A - 6445-A.

²Louis Simon, "'Perking Up' the Corrective Reading Lesson with Junior High Students," The New England Reading Association, VIII (January, 1973), 10-11.

³Winget, Reading for Information and Enjoyment, Kindergarten through Grade Twelve, p. 45.

⁴Floyd Sucher, "An Introduction to Recreational Reading in the Classroom," in Motivating Interest in Reading, Yearbook of the International Reading Association (Utah Council, Utah: International Reading Association, 1974), p. 5.

allow students to choose their own books and to give tests based on these books that will be fun for students to take: oral and written student activities which will seem like, and often actually be, games.¹

Students should be encouraged to study literature which reflects current life--not just classics of a bygone era--for the ultimate in interest born of relevance.²

Mass media--television, magazines, newspapers, video tapes, bulletin boards--should be used as relevant creative materials to stimulate children's appetites for more and better reading.³

Reading materials suitable for elementary and secondary school students are super-abundant and varied.

Students can be enticed into reading and into language appreciation and improvement by a teacher who maintains a classroom library of newspapers; magazines; and books, including paperbacks.⁴

The English teacher must encourage students to read "non-school" books: library and home books strongly

¹Barbara O. Spurgeon, "THE JOKER'S WILD: Gaming and the Teaching of English," English Journal, LXIII (November, 1974), 91.

²W. Paul Blakely, "American Literature: A Proposal in Behalf of Relevance and Interest," The Clearing House, XLVII (April, 1973), 505.

³Joseph Sanacore, "Using Media to Upgrade the Reading Program," Reading Improvement, XII (Summer, 1975), 112.

⁴Fader, The Naked Children, p. 248.

influence interest and capacity to read.¹

Even "the use of Braille print" can be "a distinct advantage in facilitating the word recognition ability of reading disabled students with sight."²

The new basal reading textbooks are improving as follows:

- A. More attractive; "abound with brightly-colored pictures and illustrations."
- B. Language patterns are more natural.
- C. Heavier emphasis on phonics in the first grade.
- D. New words are introduced at a faster rate: some textbooks have almost doubled the pace.³

E. Writing

Form and technique in creative writing are important: but content--creative, independent thought and feeling--are paramount, and the teacher must stress the latter. The form and technique will then take care of itself.⁴

¹Gordon and Wilkerson, Compensatory Education for the Disadvantaged, pp. 84-85.

²Joan Haines Lantham, "The Effect of Braille on the Decoding Processes of a Group of Reading Disabled Students with Sight," Ed.D. dissertation, Indiana University, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Xerox University Microfilms (Ann Arbor, Mich.: Xerox University Microfilms, Vol. 35, No. 9, March 1975), p. 5783-A.

³Leo V. Rodenborn and Earlene Washburn, "Some Implications of the New Basal Readers," Elementary English, LI (September, 1974), pp. 885-87.

⁴Myra Cohn Livingston, When You are Alone/It Keeps You Capone: An Approach to Creative Writing with Children (New York: Atheneum, 1973), pp. vi-vii, Foreword.

Reading students should study spelling,¹ for spelling improvement helps students to read better. Spelling is the "encoding" process, which is the opposite of reading, or "decoding."²

People who have a grasp of grammatical relations are greatly helped in comprehending linguistic information;³ and grammar can be taught interestingly by making it a natural outgrowth of students' own compositional work, "using the grammar book as a reference": students' easily-recognized necessity is then allied with teacher effort: cooperation, rather than resistance, is established.⁴

For innercity students especially, who "are already adept at oral performance . . . one practical way to begin a composition course is with a group writing project."

A well-conceived English course in writing is dynamic: it inspires creativity; is individualized; and

¹J. D. Fletcher, Transfer from Alternative Presentations of Spelling Patterns in Initial Reading, Report to the Stanford University, California Institute for Mathematical Studies in Social Science, Stanford, Calif., September 28, 1973 (Washington, D.C.: National Science Foundation, 1973), p. 35.

²Kathy M. Gardner, Reading and Study Skills Development, English 21 (Los Angeles, Calif.: Harbor College, 1972), p. 27.

³Murray Singer and Steven T. Rosenberg, "The Role of Grammatical Relations in the Abstraction of Linguistic Ideas," Journal of Verbal Learning and Verbal Behavior, XII (June, 1973), 283.

⁴Myra J. Shrock, "No Nonsense Grammar," School and Community, LX (November, 1973), 25.

Michael D. Linn, "Black Rhetorical Patterns and the Teaching of Composition" (paper presented at the Conference on College Composition and Communication [25th], Anaheim, California, April 4-6, 1974), p. 8.

obviates the unpalatable task, for many, of studying grammar as a separate course.¹

Much has been spoken and written about building reading rates and about speed reading. Since "A literate adult in today's world reads more material in a week than his great-grandfather did in a year," speed reading and accompanying comprehension must be taught--and it has proved to be possible--starting in the upper grades--4, 5, and 6--of elementary school.² Speedreading training is valuable in that students are trained to skim, scan, skip and be selective and time-saving.³

It must be noted, however, that an increased rate of reading is usually accompanied by a decreased rate of comprehension--contrary to the claims of most speed reading courses and schools. Speed reading--scanning, skimming, and skipping--may be very serviceable for entertainment reading where factual understanding and retention is not paramount: but slower reading serves more satisfactorily for better comprehension and remembrance,⁴ which are "dependent less upon speed than intelligence, purpose of the reading, difficulty of the material read, opportunities for verifying

¹Bertha Berman, "The Composition Mystique," The Clearing House, XLVII (October, 1972), 102.

²James Swalm and Martin Kling, "Speed Reading in the Elementary School, The Elementary School Journal LXXIV (December, 1973), 159.

³Lyle L. Miller, "Speed Reading in the Seventies," Educational Leadership, XXX (April, 1973), 627.

⁴Richard G. Graf, "Speed Reading: Remember the Tortoise," Psychology Today, VII (December, 1973), 113.

questions of comprehension, and the continuity of the text."¹

Effective teaching of reading requires a knowledge of psycholinguistics: "the scientific study of the relationships between language and thought."² Students must be taught to read "for the message": then the student himself, through practice, improves his speed, accuracy, and comprehension.³

Sir Francis Bacon's advice, first written in the 1590's, may be most profitably adapted to the tasks here discussed, those of developing vocabulary and comprehension skills. He wrote in his profound little essay "Of Studies" that "Some books are to be tasted, others to be swallowed, and some few are to be chewed and digested." So too are high-school reading pupils to understand that reading may be performed at different speeds, for different purposes, with different degrees of concentration, for different results.⁴

A teacher must endeavor to know, respect, and respond to student limitations.

Although a student may learn the basics of decoding words, it does not necessarily follow that he will become

¹Howard C. Himelstein and Gary Greenberg, "The Effect of Increasing Reading Rate on Comprehension," The Journal of Psychology, LXXXVI (March, 1974), 258.

²Goodman, "Reading," p. 63.

³Freeman Twaddle, "Uses of Reading," The Modern Language Journal, LVII (December, 1973), 396.

⁴George Schick, "Developing Vocabulary and Comprehension Skills at the Secondary Level with Particular Attention to Motivational Factors," in Children with Reading Problems: Classic and Contemporary Issues in Reading Disability, ed. by Gladys Natchez (New York: Basic Books, Inc., 1968), p. 363.

fluent, or even proficient, in reading or writing.¹

A corrective reading program may moderately improve poor readers; but such a course generally cannot bring such readers up to "normal," or grade level.²

"Remember that some students have reached as high a reading level as they can and that . . . [the teacher] should simply provide a student "with those activities he can do."³

Reading should be deemphasized for children who manifest exceptional aversion and difficulty in reading: the teacher, instead, should give the child "opportunities to deal with his problems and ability, self-concept, social and cultural background, and basic motivation."⁴

Limitless new research is still required in all

¹Ruth Justine Kurth, "Evaluation of an Objective-Based Curriculum in Word Attack," Ph.D. dissertation, The University of Wisconsin-Madison, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 9, March 1975), p. 5782-A.

²Donald Richard Dittman, "Subsequent Secondary School Success of Students Who Received Corrective Reading Training in Pinellas County, Florida," Ph.D. dissertation, The Florida State University, 1970, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 31, No. 9, March 1971), p. 4412-A.

³South Carolina Region 5 Educational Services Center, Report of the Center, A Clockwork English: Suggestions for Teaching English to Disadvantaged, Low Achieving Students (Lancaster, S.C.: South Carolina Region 5 Educational Services Center, 1973), p. 4.

⁴N. Wesley Earp, "Challenge to Schools: Reading is Overemphasized," Reading Teacher, XXVII (March, 1974), 565.

areas of reading.¹ Untold numbers of new studies are required merely to resolve discrepant previous research such as the following two:

A study states that good reading demands not only many subskills--such as production of nonsense-words, long-vowels, short-vowels, consonant-clusters, single-letters; and recognition of nonsense-words, consonant-clusters, initial letters--but also demands the interfacilitation of subskills: "learning the simple subskills will facilitate the acquisition of more complex subskills and ultimately the acquisition of functional decoding skills and sight vocabulary."²

Yet another study insists that second and fifth grade students "apparently" did not use, in decoding (reading), the array of basic skills "we attempt to teach."³

¹John Homer Mott, "Reading Interests of Adolescents: A Critical Study of Fifty Years of Research," Ed.D. dissertation, University of Northern Colorado, 1970, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 31, No. 8, February 1971), pp. 3862-A - 3863-A; Samuel J. Marwit and Gail Neumann, "Black and White Children's Comprehension of Standard and Nonstandard English Passages," Journal of Educational Psychology, LXVI (June, 1974), 329; George W. McConkie and Keith Rayner, "The Span of the Effective Stimulus During Fixations in Reading" (paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Feb. 26-March 1, 1973), p. 8.

²Guthrie, "Models of Reading and Reading Disability," p. 17.

³Gerald G. Glass and Elizabeth H. Burton, "How Do They Decode? Verbalizations and Observed Behaviors of Successful Decoders," Education, XCIV (September-October, 1973), 63.

Summary suggestions for teachers of reading are as follow:

- A. Children must learn to read and read to learn.
- B. We must not declare any child to be hopeless as a reader: we must never stop striving.¹

Teachers must provide a proper environment for pupils to learn to read:

- A. Freedom of expression.
- B. No fear of criticism and humiliation.
- C. No settling for easy routine.
- D. Establishing a spirit of play within a commitment to work.
- E. Acknowledging a massive purpose and effort.²
- F. Fit curriculum to student's capacity--not student to curriculum.
- G. Motivate child by immediate feedback: positive or negative teacher-response serves as continuing stimuli. But concentrate on the positive to provide encouragement, self-esteem, and a sense of accomplishment.
- H. Permit student-selection of realistic goals.
- I. Encourage active learning: student should select own materials, pace himself, evaluate

¹Bluma Weiner, "Approaches to Reading Instructions," Proceedings of Special Study Institute on Oral Language Skills Antecedent to Reading (the Herbert Lehman College, Bronx, N.Y., 1973), p. 74.

²Cleona B. Shortridge, "Creating an Environment for the Teaching of Reading" (paper presented at the Annual Meeting of the International Reading Association [19th], New Orleans, May 1-4, 1974), p. 1.

himself, and mostly teach himself.

- J. Present meaningful tasks.
- K. Recognize that each learner's style and needs are unique.
- L. Give personalized, custom-made instruction to each student.
- M. Provide opportunity for alternative activities.¹

"In summary, there appear to me to be at least four requirements for successful beginning reading: a language-rich environment, attachment to adults who model and reward reading behavior, attainment of concrete operations, and an instructional program."²

Multilingualism and multiethnicity establish staggering problems in the Language Arts: but we must not assume that substandard functioning in school by minority students is due only to "cultural deprivation." We must treat all children individually, detect learning difficulties at the preschool stage, and apply correction early enough and prolongedly enough to assure success.³

Where ethnicity is the core of difficulty, a teacher must know and respect a student's dialect in order to advance

¹Cohen, "Increasing Reading Achievement Among the Disadvantaged," pp. 138-141.

²Elkind, "We Can Teach Reading Better," p. 36.

³Louise Sandler, et al., "Developmental Test Performance of Disadvantaged Children," Exceptional Children, III (November, 1972), 207.

a student's proficiency in standard English.¹

The best way to promote an understanding and appreciation of multiculturalism and language-variety is for teachers to promote oral reading and discussion of "literature and poetry, music and drama that reflects dialect differences."²

Teachers should encourage students to read books of fiction and nonfiction which build understanding and respect for the students themselves and for others of diverse cultures;³ To know and to value one's cultural heritage gives one "a feeling of self-worth and self-value . . . contributes mightily to the development of an able learner, a curious learner, and a mature learner";⁴ and helps students to carry healthful, success-breeding values into their personal and work lives.⁵

Knowledge and life experience must be integrated in

¹J. A. Reynolds, "Teaching the Linguistically Dispossessed: A Dialect Approach," in *The Ripe Harvest: Educating Migrant Children*, ed. by Arnold B. Cheyney (Coral Gables, Florida: University of Miami Press, 1972), p. 132.

²Jesse Colquit, "Oral Language Activities," *English Journal*, LXIII (December, 1974), p. 71.

³Laura Fisher, "All Chiefs, No Indians: What Children's Books Say About American Indians," *Elementary English*, LI (February, 1974), 187.

⁴Aaron Lipton, "Cultural Heritage and the Relationship to Self-Esteem," *The Journal of Educational Sociology*, XXXVI (January, 1963), 211.

⁵Harry C. Triandis, et al., "Designing Preemployment Training for the Hard to Employ: A Cross-Cultural Psychological Approach," *Journal of Applied Psychology*, LIX (December, 1974), 687.

intercultural education.¹ Bilingual students require a curriculum and materials especially designed to appeal to these students' interests,² background and upbringing; and the introduction of bilingual-bicultural teachers and counselors, continuing research, and close cooperation with universities.³

The minority child's home, community, and economic blight often is mammoth: the obligation "of the teachers, administrators, and other school personnel" must remain positive and resolute, and demands extraordinary effort to triumph over extraordinary handicaps.⁴

Although a teacher must show respect for the cultural languages and the nonstandard English dialects of disadvantaged students, concurrently the teacher must also caution and stress that failure to acquire and use standard English dialect may keep students "from moving into the larger society, and that facility with the mainstream dialect can

¹Peter Hackett, "We Celebrate Diversity in American Education," *Educational Leadership*, XXXI (April, 1974), 606.

²Patricia G. Adkins, "Socio-Cultural Factors in Educating Disadvantaged Children," *Education*, XCIII (September-October, 1972), 34; Jerome Axelrod, "Some Pronunciation and Linguistic Problems of Spanish-Speaking Children in American Classrooms," *Elementary English*, LI (February, 1974), 342; N. L. Mickelson and C. G. Galloway, "Verbal Concepts of Indian and Non-Indian School Beginners," *The Journal of Educational Research*, LXVII (October, 1973), 56.

³William C. Cross and Mike Bridgewater, "Toward Bicultural Education for the Southwestern Mexican-American," *Education*, XCIV (September-October, 1973), 20-21.

⁴H. L. Narang, "Improving Reading Ability of Indian Children," *Elementary English*, LI (February, 1974), 192.

be a key to the release of their full potential."¹

It is surmised, but not proved,² that the best way to start a child to speak, read, and write the standard American English language is to permit the child's study of his own foreign language, or nonstandard American dialect; and after respect and confidence for the child's self, language, and culture has been established, gradually to introduce and practice the standard American speech, reading, and writing.³

It is further suggested that a teacher must be a model, not of "correct" or "prestige" dialect, but of linguistic versatility;⁴ that bilingual training can help a child to become more "aware of the symbolic nature of

¹Dorothy Z. Seymour, "Black English in the Classroom," *Today's Education*, LXII (February, 1973), 64.

²Joan C. Baratz, "Teaching Reading in an Urban Negro School System," in *Teaching Black Children to Read*, ed. by Joan C. Baratz and Roger W. Shuy (Washington, D.C.: Center for Applied Linguistics, 1969), p. 114.

³Leona M. Foerster, "Language Experience for Dialectically Different Black Learners," *Elementary English*, LI (February, 1974), 196-97; Anne M. Mear-Crine, "Bilingual Literacy," in *Re-Vision: Classroom Practices in Teaching English 1974-1975. Twelfth Report of the Committee on Classroom Practices*, ed. by Allen Berger and Blanche Hope Smith, Report to the National Council of Teachers of English, Urbana, Ill., 1974 (Urbana, Ill.: National Council of Teachers of English, 1974), p. 4; Johnson, "Standard English and Disadvantaged Black Children: Teaching Strategies," p. 124.

⁴Bethany K. Dumas, "Sociolinguistics in the Classroom" (revised version of a paper presented at the Annual Meeting of the Conference on College Composition and Communication [25th], Anaheim, California, April 4-6, 1975), p. 14; H. T. Fillmer and Mary Hayman Hurt, "Language Patterns of Disadvantaged Pupils," *Education*, XCIII (November-December, 1972), 188.

language"¹; and that bilingual instruction can "actually improve general mental ability."²

Minority literature is abundant, available, and excellent, and should claim its place in the English classroom:³ "both teacher and student" will find it "highly rewarding and relevant."⁴ But ethnic literature must be chosen principally for its quality and interest, rather than for its racial pronouncements; and should be part of the curriculum in all, not just special, classes to avoid ethnic divisions: for the fullest, fairest development of students must come first: "students must transcend both art and race."⁵

An invaluable skill to be taught children is how to interact "with children of all ethnic groups."⁶ In addition to reading, writing, and arithmetic, students must be taught human relations. Currently our curricula tend "to remain

¹Wallace E. Lambert and G. Richard Tucker, "The Benefits of Bilingualism," *Psychology Today*, VII (September, 1973), 89.

²Charles Olstad, "The Local Colloquial in the Classroom," in *Bilingualism in the Southwest*, ed. by Paul R. Turner (Tucson, Arizona: The University of Arizona Press, 1973), p. 52.

³Raymond J. Rodriguez, "A Few Directions in Chicano Literature," *English Journal*, LXII (May, 1973), 729.

⁴Peter Dillingham, "The Literature of the American Indian," *English Journal*, LXII (January, 1973), 41.

⁵Ted Hipple, "Let's Take the 'Black' Out of Black Literature," *English Journal*, LXIII (February, 1974), 9.

⁶Ruth W. Diggs, "Education Across Cultures," *Exceptional Children*, XL (May, 1974), 578.

mono-cultural, mono-racial, and mono-ethnic."¹

To teach culturally different students how to read, teachers must "incorporate ethnic backgrounds as a positive advantage" and involve parents and pupils in the development of "individualized multimedia reading" programs.² It is encouraging to know that white and black teachers usually are accepted by students of opposite color in elementary and high schools.³

But no individual and no book can dictate absolutes on how to teach culturally different peoples. A teacher can only facilitate another's learning if the teacher is a stable human being; respects the student and his differences; can see students' potentials; and can observe that a "curriculum is personal and evolving, and cannot be externally and remotely imposed."⁴

It is important to integrate schools, for many disadvantaged students are thereby better motivated to prove their ability and behavior.⁵ Wherever schools are integrated,

¹James Boyer and Howard D. Hill, "Desegregating the Curriculum," Educational Leadership, XXX (May, 1973), 758.

²Mary Jayne Larson and Margaret S. Inouye, "A Total Involvement Reading Program," Elementary English, LI (February, 1974), 294.

³Robin M. Williams and Margaret W. Ryan, eds., Schools in Transition: Community Experiences in Desegregation (Chapel Hill, N.C.: The University of North Carolina Press, 1954).

⁴Stanley Charnofsky, Educating the Powerless (Belmont, Calif.: Wadsworth Publishing Company, Inc., 1971), p. v, Preface.

⁵Williams and Ryan, Schools in Transition: Community Experiences in Desegregation, p. 244.

eventually they are accepted.¹

Teachers must focus on, and develop, the strengths of culturally-different students, and not dwell on the weaknesses;² and if schools continue to fail their responsibility to teach minority children standard English, then formal classroom instruction--including nonstandard English as a first language and standard English as a second language--should be terminated: the ethnically-different child already has enormous exposure to standard English via radio, television, and "people outside his family and neighborhood": additional exposure to users of standard English--through social integration--might be the only way left for minority cultures to teach and learn among themselves.³

It is manifest that of itself bilingual education cannot "solve all of the problems of the bilingual student" because "some problems simply lie outside its domain."⁴

The teacher of language must not overlook the teaching of handwriting--for written language is valueless if it

¹Ibid., p. 248.

²E. Paul Torrance, "Differences are not Deficits," Teachers College Record, LXXV (May, 1974), 487.

³Vernon C. Hall and Ralph R. Turner, "The Validity of the 'Different Language Explanation' for Poor Scholastic Performance by Black Students," Review of Educational Research, XLIV (Winter, 1974), 80.

⁴James W. Ney, "Bilingual Education in Sunday School Country," Elementary English, LI (February, 1971), 213; D. D. Miller and Gail Johnson, "What We Learned about Teaching Reading to Navajo Indians," Reading Teacher, XXVII (March, 1974), 554.

cannot be read!¹ Handwriting must be taught because it also "is a tool of written expression and communication";² and it is a creative process which helps children to think, write, and read with more facility and creativity.³

Handwriting--printing--can and should be taught starting with kindergartners regardless of socioeconomic levels: this training can "generate positive attitudes toward school activities that require handwriting in kindergarten."⁴

Education--including the teaching of language and reading--exact's team obligation from educator, parent, student, and government.

Some outstanding procedures follow:

A. Educator Obligation

The entire professional staff--from administrator to paraprofessional--must unitedly assault student language and

¹Spalding and Spalding, The Writing Road to Reading, p. 236.

²Emma Harrison Meyers, The Whys and Hows of Teaching Handwriting (Columbus, Ohio: The Zaner-Bloser Company, 1963), p. 9.

³Mary-Elizabeth Bell, "Handwriting as a Means to Promote Creative Reading," Reading Improvement, XI (Winter, 1974), p. 2.

⁴Fred C. Niedermeyer, "Kindergartners Learn to Write," The Elementary School Journal, LXXIV (December, 1973), 135.

reading disablement.¹

Since "the character and temperament of an adult working with children is frequently the catalyst of a technique's success or failure,"² educators--teachers particularly--assume special commissions:

- a. Establishing mutual respect between educator and student.³
- b. Being optimistic and cheerful.⁴
- c. Creating "a warm, supportive climate."⁵
- d. Bettering student self-concept and motivation.⁶

¹Stacy Woodford, "A Study of a Staff Development Program on Perceived Problem Resolution in a Predominantly Black Inner City Junior High School," Ph.D. dissertation, The Ohio State University, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Xerox University Microfilms (Ann Arbor, Mich.: Xerox University Microfilms, Vol. 35, No. 8, February 1975), p. 4998-A; Lawrence, "Remedial Reading and Counseling," p. 16; J. D. Wilson, "Student 'Failures'," p. 32; Ira J. Gordon, "An Early Intervention Project: A Longitudinal Look" (paper presented at the Merrill-Palmer Conference on Research and Teaching of Infant Development, Detroit, Michigan, Feb. 8, 1973), p. 26.

²Shirley Windward, "Ideas for Developing Writing," Elementary English, LI (September, 1974), 667.

³Ruthellen Crews, "Nonstandard Dialects and the Language Classroom," Educational Horizons, L (Spring, 1972), 115.

⁴DuBois, "Teaching Reading Optimistically," 868.

⁵J. S. Kleinfeld, "Classroom Climate and the Verbal Participation of Indian and Eskimo Students in Integrated Classrooms," The Journal of Educational Research, LXVII (October, 1973), 51.

⁶Thomas Samph, "Teacher Behavior and the Reading Performance of Below-Average Achievers," The Journal of Educational Research, LXVII (February, 1974), 270.

- e. Encouraging student creativity and effort,¹ positive attitude,² and acceptant reaction to the educator's expectancy of success.³
- f. Eliminating student anxiety over possible criticism from significant others such as educator, parent, and peer.⁴

Helping a marginal student to succeed is a "journey and not an event": and requires of the educator objectivity, ability to challenge hidden potential, understanding of student goals, freedom of student expression, flexibility, supporting student problem-solving, being optimistic and encouraging, taking a creative approach, embracing the role of change agent,⁵ and developing students who will themselves become avid experimentalists: for "postindustrial societies

¹Bert O. Richmond and William A. Norton, "Creative Production and Developmental Age in Disadvantaged Children," *The Elementary School Journal*, LXXII (February, 1973), 284.

²E. Paul Torrance, "An Alternative to Compensatory Education," *Educational Horizons*, L (Summer, 1972), 181.

³John Louis Magee, "The Role of the Teacher's Self-Fulfilling Prophecy Toward 16mm Film Regarding Attitudinal Motivation and Factual Material Retained by Senior High School Students," Ed.D. dissertation, East Texas State University, 1974, in *Dissertation Abstracts International: The Humanities and Social Sciences*, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 7, January 1975), p. 4136-A.

⁴Edward P. Merryman, "The Effects of Manifest Anxiety on the Reading Achievement of Fifth Grade Students," *The Journal of Experimental Education*, XLII (Spring, 1974), 40.

⁵Melvin J. LeBaron, "The Marginal Student: Development or Decay?", *Improving College and University Teaching*, XXII (Winter, 1974), 25-26.

increasingly use professional change agents to improve and change social systems."¹

Teachers represent to students the symbol and front-line of education: teachers of English, therefore, must especially:

- a. Carry the primary burden of epistemic effort.²
- b. Acquire subject matter expertise, decide "what is to be taught," establish "criteria of excellence," and then negotiate "with the student until meaning is shared."³
- c. Familiarize themselves with research findings.⁴
- d. Take inservice courses.⁵

¹Noel M. Tichy, "Agents of Planned Social Change: Congruence of Values, Cognitions and Actions," *Administrative Science Quarterly*, XIX (June, 1974), 164.

²Frederick B. Davis, ed., *The Literature of Research in Reading with Emphasis on Models*, Final report to the United States Department of Health, Education, and Welfare, Office of Education, National Center for Educational Research and Development, August, 1971 (New Brunswick, N.J.: Graduate School of Education, Rutgers--The State University, 1971), p. 6.

³Margaret Lee Somers Miller, "Teaching Writing not Rhetoric: Educational Concepts in an Applied English Curriculum," Ph.D. dissertation, Cornell University, 1974, in *Dissertation Abstracts International: The Humanities and Social Sciences*, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 9, March 1975), p. 5786-A.

⁴Alvin Granowsky and Seena Granowsky, "Toward a New Direction in the Language Arts Program," *Childhood Education*, L (February, 1974), 253.

⁵Wayne Otto and Lawrence Erickson, *Inservice Education to Improve Reading Instruction*, Reading Aids Series, Report to the International Reading Association, Newark, Del., 1970 (Newark, Del.: International Reading Association, 1973), p. 47.

- e. Accurately understand and assess "the language background of their communities and the language capabilities of their students."¹
- f. Use written curricula, and encourage faultless understanding and cooperation among students, parents, professional staff,² and volunteer university students.³
- g. Insist on student practice and exhibit patience.⁴
- h. Always be fair and nondiscriminatory.⁵
- i. Place "the child at the center of any curricular decision,"⁶ and give the child "a solid sense of

¹Betty Lou Dubois, "Cultural and Social Factors in the Assessment of Language Capabilities," Elementary English, LI (February, 1974), 257.

²Levi Berkly Hollis, "A Study of Affective and Cognitive Factors Operating in English Programs for Upward Bound Students in Ohio," Ph.D. dissertation, Kent State University, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Xerox University Microfilms (Ann Arbor, Mich.: Xerox University Microfilms, Vol. 35, No. 10, April 1975), p. 6438-A.

³Frances R. Waters, "Our Reading Buddy Program Really Works!", English Journal, LXIII (November, 1974), 89-90.

⁴Robert B. Ruddell, Reading-Language Instruction: Innovative Practices (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1974), p. 522.

⁵Pamela Rubovits and Martin L. Maehr, "Pygmalion Black and White," Journal of Personality and Social Psychology, XXV (February, 1973), 210, 218.

⁶Paul Robert Coleman, "A Theory Model: An Analysis and Integration of the Factors and Forces Influencing Curricular Decisions," Ph.D. dissertation, Michigan State University, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Xerox University Microfilms (Ann Arbor, Mich.: Xerox University Microfilms, Vol. 35, No. 9, March 1975), p. 5772-A.

exactly where he is going."¹

- j. Mirror the child's life,² for any child who confronts an irrelevant curriculum is "disadvantaged."³ Reading materials must be relevant in "appearance, speech, and behavior":⁴ such appositeness can improve not only a student's learning, but "school attendance,"⁵ and help a student aspire to a bright future.⁶ "Begin with a book that hits him where he lives."⁷ Teachers of language and reading require special sensitizing to the requirements of minority

¹Kristin O. Lauci, "The Psychology of Remediation," in *Emphasis: Different Approaches*, ed. by Richard L. Knudson, Report to the New York State English Council, New York, 1974 (Schenectady, N.Y.: Union College Humanities Center, 1974), p. 5.

²Saul Bachner, "Teaching Reading and Literature to the Disadvantaged; Part II, Theory: The Curriculum," *Journal of Reading*, XVIII (October, 1974), 54-55.

³Harry A. Passow, Introduction, in *The Disadvantaged: Challenge to Education*, ed. by Mario D. Fantini and Gerald Weinstein (New York: Harper & Row, Publishers, 1968), p. xi, Introduction.

⁴Noland, "Teaching Reading to the Disadvantaged," p. 186.

⁵Carl A. Grant, "Black Studies Materials Do Make a Difference," *The Journal of Educational Research*, LXVI (June, 1973), 403.

⁶Charles G. Hurst, Jr., *Passport to Freedom: Education, Humanism, & Malcolm X* (Hamden, Conn.: Linnet Books, 1972), pp. 139-40.

⁷Charles G. Spiegler, "A Cure for Allergy to Reading," in *The Disadvantaged Child: Issues and Innovations*, ed. by Joe L. Frost and Glenn R. Hawkes (New York: Houghton Mifflin Company, 1966), p. 298.

children.¹

A teacher, to be successful, must provide methodology and material which is meaningful;² and which caters to student need,³ interest,⁴

¹Office of Education (DHEW), Washington, D.C., Report to DHEW, Title II Reading Projects Reveal Wide Program Range. ESEA Title II and The Right to Read, Notable Reading Projects No. 10 (Washington, D.C.: Office of Education [DHEW], September, 1972), p. 2.

²Lucy Hale Gutierrez, "A Study of the Applicability of Halliday's Functional Theory of Language Development to Two Spanish-Speaking Children at the Pre-Syntactic Stage," Ph.D. dissertation, The University of New Mexico, 1974, in *Dissertation Abstracts International: The Humanities and Social Sciences*, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 9, March 1975), p. 6121-A.

³Clayton P. Aldefer, Robert E. Kaplan, and Ken K. Smith, "The Effect of Variations in Relatedness Need Satisfaction on Relatedness Desires," *Administrative Science Quarterly*, XIX (December, 1974), 507; Louise R. White, "Effective Teachers for Inner City Schools," *The Journal of Negro Education*, XLII (Summer, 1973), 311; John Downing, "Some Curious Paradoxes in Reading Research," *Reading*, VIII (December, 1974), 9; Rose M. Bromwich, "Building Bridges Between the Young Child's Language and Effective Learning" (paper presented at the Annual Meeting of the National Council of Teachers of English [61st], Las Vegas, Nevada, November 25-27, 1974), p. 17; Keel and Rowland, "How Children Learn," p. 505; Mary Lou Parcels Hill, "Description and Critical Analysis of an Alternative Learning Environment for Unmotivated Youth," Ed.D. dissertation, University of California, Berkeley, 1974, in *Dissertation Abstracts International: The Humanities and Social Sciences*, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 10, April 1975), p. 6438-A.

⁴James William McKay, "A Summary of Scientific Research and Professional Literature on Reading Interests of Secondary School Students--Grades 7-12, 1889-1965," Ph.D. dissertation, University of Pittsburgh, 1968, in *Dissertation Abstracts: The Humanities and Social Sciences*, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 29, No. 12, Part 1, 1968), p. 4383-A; Sidney William Shnayer, "Some Relationships

like,¹ level,² capacity,³ and concern.⁴

Most children are capable of choosing reading materials appropriate to their own levels; but a small percentage of learners requires teacher-guidance.⁵

Permitting junior and senior high school students to choose English elective courses such as

Between Reading Interests and Reading Comprehension," Ed.D. dissertation, University of California, Berkeley, 1967, in Dissertation Abstracts: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 28, Nos. 7-8, January 1968), p. 2606-A.

¹David Sadker, Myra Sadker, and James M. Cooper, "Elementary School--Through Children's Eyes," The Elementary School Journal, LXXIII (March, 1973), 291.

²Charles G. Spiegler, "Give Him a Book that Hits Him Where He Lives," in Education of the Disadvantaged: A Book of Readings, ed. by A. Harry Passow; Miriam Goldberg; Abraham J. Tannenbaum (New York: Holt, Rinehart and Winston, Inc., 1967), p. 413.

³South Carolina Region 5 Educational Services Center, Report of the Center, Project Secondary English: Teaching English to the Disadvantaged Student: A Description of the In-Service Component, June 1970-May 1973 (Lancaster, S.C.: South Carolina Region 5 Educational Services Center, 1973), p. 122.

⁴William J. Stewart, "Life-Centered Written Expression," Elementary English, LI (September, 1974), 687; Barbara Biber, "Young Deprived Children and Their Educational Needs" (paper presented at the Conference of School Administrators in Albany, N.Y., February, 1975), p. 16.

⁵Mark, "The Ability of Children to Select Reading Materials at their Own Instructional Reading Level," p. 93.

"creative writing, journalism, and drama";¹ and Advanced Theater, Science Fiction, Withcraft, Film Making, Individual Awareness Through Literature, TV Today, etc.--instead of authoritatively conduiting these students into the standardized forty-week schedule of English classes can perk up student interest, motivation, enthusiasm, independent application, and osmosis of English.²

Although teachers must respect children and their right to be heard,³ teachers nevertheless must insist that students learn correct forms of expression: for language not only helps thinking, it actually shapes thinking and can be advantageous or harmful to ourselves and to others.⁴

- k. Inspire confidence, for "students' greatest fear is that they are hopeless";⁵ and bolster students'

¹Robert C. Small, "Framework for Diversity: The Elective English Curriculum," The High School Journal, LVI (November, 1972), 93.

²George L. Williams, "English Electives Evaluated," The Clearing House, XLVII (April, 1973), 470.

³Lou LaBrant, "A Few Suggestions about Language Learning," Educational Horizons, L (Spring, 1972), 105.

⁴Ibid., p. 108.

⁵Lauci, "The Psychology of Remediation," p. 5.

self-image,¹ "self-esteem and self-dignity,"² self-confidence,³ and school concept⁴--thus lowering the dropout rate.⁵

Minority literature⁶ by outstanding, empathetic writers can deliver the message of ethnic beauty, dignity, and solidarity.⁷

The English curriculum must never press a student toward self-disrespect and defeat: English study must also point to "ways of self-fulfillment and

¹Fred E. Means, "Self-Image--A Black Perspective," The Journal of General Education, XXIV (April, 1972), 51.

²George Bill Nikas, "So You're Finding it Hard to Read," The Elementary School Journal, LXXIII (January, 1973), 255.

³E. Paul Torrance, "What Gifted Disadvantaged Children Can Teach their Teachers," The Gifted Child Quarterly, XVII (Winter, 1973), 249.

⁴Edward T. Marquardt, "Coordinating Reading and the Language Arts," Elementary English, LI (September, 1974), 900.

⁵Hershel D. Thornburg, "An Investigation of a Dropout Program Among Arizona's Minority Youth," Education, XCIV (February-March, 1974), 255.

⁶Almstead Nelson Smith, "Self-Concept: Analysis of Participants and Non-Participants in Black Studies," Ph.D. dissertation, North Carolina State University at Raleigh, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 10, April 1975), p. 6442-A.

⁷Nancy L. Arnaz, "Enhancing the Black Self-Concept through Literature," in Black Self-Concept: Implications for Education and Social Science, ed. by James A. Banks and Jean Dresden Grambs (New York: McGraw-Hill Book Company, 1972), p. 107.

development outside the formal study of language."¹

1. Structure teaching to improve student speech, grammar,² vocabulary and comprehension, spelling, writing, and behavior.³

Preschoolers should begin an English language program with "pattern drill" similar to that used in the teaching of foreign languages.⁴

Children taught to read via the Initial Teaching Alphabet (i.t.a.)⁵ and who are given "systematic reading instruction and verbal reinforcement and incentives"⁶ do better in reading and writing.

¹George H. Henry, "English Education and the American Dream," English Journal, LXII (January, 1973), 29.

²Virginia F. Allen, "Teaching Standard English as a Second Dialect," in How to Teach Disadvantaged Youth, ed. by Allan C. Ornstein and Philip D. Vairo (New York: David McKay Company, Inc., 1969), p. 232.

³Lillian R. Putnam and Adella C. Youtz, "Is a Structured Reading Program Effective for Urban Disadvantaged Children?", Reading World, XII (December, 1972), 128-29.

⁴Carl Bereiter and Siegfried Engelman, Teaching Disadvantaged Children in the Preschool (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966), p. 138.

⁵Bernard J. Shapiro and Phyllis P. Shapiro, "The Relationship Between Reading Medium and Prose Writing" (paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Feb. 26-March 1, 1973), p. 7.

⁶Stephens, Hartman, and Cooper, "Directive Teaching of Reading with Low-Achieving First- and Second-Year Students," p. 195.

Teachers, writers, and researchers believe that structure--careful, developmental lessons,¹ linguistically-based,² is especially essential to impart education to disadvantaged students.

Students in ghetto schools do best when teachers:

1. Initiate and maintain structure.
2. Give deserved approval.
3. Display patience.
4. Insist on a work atmosphere.
5. Respect students' feelings.³
6. Start "intensive language instruction in kindergarten" to get better results "in terms of school readiness, auditory discrimination, and psycholinguistic abilities."⁴

¹Russell C. Doll and Daniel W. Levine, "Toward A Definition of 'Structure' in the Education of Disadvantaged Students," in Opening Opportunities for Disadvantaged Learners, ed. by A. Harry Passow (New York: Teachers College Press, 1972), p. 131.

²Barbara Briggs, "An Investigation of the Effectiveness of a Programmed Graphemic Option Approach to Teaching Reading to Disadvantaged Children," Journal of Reading Behavior, V (Winter, 1972-1973), 46.

³Sidney Trubowitz, A Handbook for Teaching in the Ghetto School (Chicago, Ill.: Quadrangle Books [published in cooperation with the Anti-Defamation League of B'nai B'rith], 1968), p. 70.

⁴Julius M. Sassenrath and Robert E. Maddux, "Language Instruction, Background, and Development of Disadvantaged Kindergarten Children," California Journal of Educational Research, XXV (March, 1974), 66.

- m. Respect the predominant imploring of epistemological cogniscenti that "the only classroom practices that really do the job are those the teacher has refined to suit his own teaching style and the learning styles of his particular students";¹ and that "almost unanimously, each educator speaks of the importance of individualizing instruction, of beginning with the knowledge the student possesses and working from that basis, and of making the use of material relevant to the life-style of the learner."²

¹Lee Bennett Hopkins, Let Them be Themselves: Language Arts Enrichment for Disadvantaged Children in Elementary Schools (New York: Citation Press, 1969), pp. 9-10.

²Arthur W. Burrichter, Special Techniques that Work in Teaching the Culturally Deprived (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972), p. 24; David Morrison, "Valuing Diversity: The Myth of the Average Child," Childhood Education, L (November, 1973), 8; Richard A. Thompson, "Reading with the Individual Touch," The Clearing House, XLVII (January, 1973), 300; Eleanor A. Stephenson, Keys to Successful Reading, Report to the Southeast Arkansas Educational Service Center, Monticello, Arkansas, April, 1972 (Monticello, Ark.: Southeast Arkansas Educational Service Center, 1972), p. not numbered; Fresno County Department of Education, Report to the Bureau of Elementary and Secondary Education [DHEW/OE], Washington, D.C., Project READ, Final Project Report (Washington, D.C.: Bureau of Elementary and Secondary Education [DHEW/OE], 1972), p. 21; Juanita Logan and Juanita Fleming, Project Reach: Disadvantaged Pupil Program Funds Evaluation, 1971-1972, Report to the Cleveland Public School, Ohio Division of Research and Development, Cleveland, Ohio, December, 1972 (Cleveland, Ohio: Cleveland Public Schools, Division of Research and Development, 1972), p. 2; Alfred L. Lazar and Patricia E. Lazar, "Profile Development--for Educational Remediation," Academic Therapy, IX (Winter, 1973-1974), 175; James Alton Wilsford, "The Development of a Response-Centered Curriculum for Ninth Grade English Language Arts Based on the Growth Through English Philosophy," Ph.D. dissertation, University of South Carolina, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by

Individualized language and reading instruction is an inescapable imperative for disadvantaged students:¹ "The teacher must set up an intelligent individualized reading program. . . . I proceed each week to do the impossible class lesson. I have all but dispensed with the developmental lesson. It does not work in classes in which students are reading two or more years below grade level."²

One may say for any method: "If it works, use it."³

- n. Cognizantly and steadfastly remain the critical classroom influence and serve as an admirable

the staff of Xerox University Microfilms (Ann Arbor, Mich.: Xerox University Microfilms, Vol. 35, No. 10, April 1975), p. 6445-A; Anne E. Schatz, "Instructional System Meets Individual Needs," Business Education Forum, XXVIII (November, 1973), 20; Delores Ridenour, "Procedures and Structure for Individualizing a Reading and Study Skill Program" (paper presented at a meeting of the Ohio College Council of the International Reading Association, Cincinnati, Ohio, October 31, 1972), p. 11.

¹Report of the National Council of Teachers of English Task Force on Teaching English to the Disadvantaged, Richard Corbin and Muriel Crosby, cochairmen (Champaign, Ill.: National Council of Teachers of English, 1965), p. 108.

²Carol Gladstone, "What Constitutes a Remedial Reading Lesson?", High Points, 1 (March, 1975), 31.

³Robert William Cote, "Behavior Modification: Some Questions," The Elementary School Journal, LXXIV (October, 1973), 44.

model.¹

B. Parental Obligation

Parents should be encouraged to become one of the first and best teachers of reading for their own children.² The joy of hearing stories read, and of personally reading, should be established at home, preferably before a child even starts schooling. Pleasure and progress in reading, thus established, easily can be further developed in school.³ Children, before entering school, must be exposed to "the beauty and purpose of language," "a firm foundation," and an enormity "of attractive books."⁴ Parents must also serve on advisory councils, and can help construct "reading games and devices to use with their children at home."⁵

Parents must function as teacher-aides in and out of the classroom; these parents should be trained; and in urban areas especially, "mass illiteracy will never be

¹Arnold B. Cheyney, Teaching Culturally Disadvantaged in the Elementary School (Columbus, Ohio: Charles E. Merrill Publishing Co., 1967), p. 70.

²Kenneth Hoskisson, "Should Parents Teach Their Children to Read?", Elementary English, LI (February, 1974), 295.

³Rosanne Dattilo, "Once You've Enjoyed a Good Kiss, You'll Want to Kiss Some More: Reading and Measurement in Secondary Schools," English Journal, LXIII (November, 1974), 54-55.

⁴Daniel Ungaro, "Can Ivan Help Johnny?", Elementary English, LI (September, 1974), 852.

⁵Nicholas P. Criscuolo, "Reaching Unreachable Parents," Journal of Reading, XVII (January, 1974), 286-87.

extirpated" without enlightened parent involvement.¹

Parents can improve their children's language and reading at home by:

- a. Listening to children; giving them many chances to use language.
- b. Explaining things to children.
- c. Giving labels to things explained.
- d. Introducing new experiences: trips, clubs, and interests.
- e. Pointing out letters, words, signs, and theater marquees: "G," "Go," "Restaurant," "Riders of the Early West," etc.
- f. Being readers themselves to set models for their children.
- g. Reading to children.
- h. Taking children to the library and getting an individual library card for each child.
- i. Stimulating children's interests by reading books to them which their children cannot read for themselves.
- j. Buying books, when necessary, that children want.
- k. Helping children to find books to match children's growing and changing interests.
- l. Helping children, when they have difficulty, in reading and understanding school textbooks and

¹Jerome Axelrod, "Community Involvement in the Reading Program," Elementary English, LI (September, 1974), 894.

other assignments.¹

C. Student Obligation

Students must be encouraged to rise to the necessity and challenge of educational self-help. When students are given greater "freedom, independence, and responsibility," students grow in "self-direction and decision-making,"² and are able to improve their self-esteem, behavior, and reading ability.³ Students should "work hard in a language class"; teachers should "work hard outside the class" preparing the lesson.⁴

With the help of teachers and counselors, "children can learn the language of behavior modification, identify their own behaviors . . . determine the type of behavior change they want to happen," and successfully negotiate the

¹John J. Pikulski, "Parents Can Aid Reading Growth," Elementary English, LI (September, 1974), 897.

²Neil M. Lorber, "Conformity Versus Nonconformity to Social Ethics: The Challenge to Educators," The Monist, LVIII (October, 1974), 682.

³Dorothy Jane Piercey, "The Performance of Secondary Students in a Self-Elected, Self-Improvement, Non-Credit Course in Reading Efficiency," Ph.D. dissertation, University of Arizona, 1969, in Dissertation Abstracts: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 29, Nos. 11-12, May 1969), p. 3922-A.

⁴Portnoy and Portnoy, "Language Teaching," Education, XCIII (November-December, 1972), 159.

change,¹ even as to academic goals.²

If figures of authority--teachers and various supervisors and administrators--pretended to be a little "stupid"--really "open minded and receptive"--subordinates would rise to the trust and responsibility reposed in them, and through their own contribution of thought and effort raise the level of learning.³

Teachers can encourage enjoyable, increased, and improved reading by allowing students a free choice of materials--joke books children themselves make, "newspapers, pamphlets, magazines, and sample textbooks," etc.--and by permitting students to individualize their own "reading approach."⁴

The best teacher stimulates students to undertake independent study; to become their own best instructors; to develop acquiring and inquiring intellects;⁵ and to "learn for themselves."⁶

¹Goshko, "Self-Determined Behavior Change," p. 629.

²Jerome L. Schulman, et al., "Mental Health in the Schools," The Elementary School Journal, LXXIV (October, 1973), 54.

³Arthur Kraft, "In Praise of Stupidity," Education, XCIV (September-October, 1973), 77.

⁴Kathryn M. Sommers, "Read! Read! Read!", Teacher, XCI (April, 1974), 52.

⁵Edgar Dale, "Toward Excellence in Instruction," Business Education Forum, XXVIII (October, 1973), 8.

⁶William J. Valmont, "Active Pupil Involvement in Learning to Spell," Education, XCIII (November-December, 1972), 189.

Independent study is a way "to achieve greater personalization and individualization in education"; but independent study is destined to fail if students are not prepared, via prior instruction, in the methodological and behavioral disciplines required by this self-teaching activity.¹

A library-centered language arts program can provide a student with independence, choice, and responsibility; and offer invaluable training in emphasis, pacing, and building one's own skills.²

Computer aid to instruction is a fact in "over 20 per cent of the public school districts in the United States." The computer affords individualized programmed instruction; simulation; games; fun--and helps free the teacher "to teach new concepts and give individual assistance to students with problems."³

The biggest objection to computers in the classroom is cost, and ways are being sought to eliminate this disadvantage.³

Peer teaching, learning, and modeling inspires both child-leaders and child-learners toward higher standards

¹Roy C. Knapp, "Independent Study as an Objective of Instruction," The High School Journal, LVI (November, 1972), 86-87.

²Sister Susan Berger, "No Textbooks Here," Learning Today, VII (Fall, 1974), 45.

³David H. Ahl, "Spur to the Imagination," The New York Times, January 15, 1975.

of aspiration and achievement.¹ Peer discipline is questioned by some as creating "a spy-on-your-neighbor system"; but peer academic assistance is unchallenged for openness and cooperation.² Self-instruction in reading skills by students is happily accepted by students and teachers alike, and such self-instruction eventuates not only in reading improvement, but in general language arts advancement.³

To enable a teacher to give individualized reading instruction, she can divide the class into small groups, each group led by a student "teacher," and each student in each group given an opportunity to rotate as a teacher. Thus not only is a teacher afforded time to devote much-needed one-to-one instruction, encouragement, and evaluation, but students themselves are encouraged to take a great deal of initiative in devising and deriving pleasure out of teaching-learning opportunities.⁴

Phobic children--occasional or habitual--who fear certain stressful situations such as adjusting to teachers,

¹Robert H. Bradfield, Burl B. Gray, and Jean Marie Foster, "Training Tutors to Teach Reading with Performance Determined Instruction," California Journal of Educational Research, XXIV (September, 1973), 194.

²Norman Haltmeyer, "No Discipline Problems for the Teacher?", Educational Leadership, XXX (October, 1972), 62.

³Francis Xavier Ferris, "Improvement of Critical Reading Skills at the Secondary Level by Self-Instruction," Ed.D. dissertation, University of Miami, 1970, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Xerox University Microfilms (Ann Arbor, Mich.: Xerox University Microfilms, Vol. 31, No. 9, March 1971), p. 4380-A.

⁴Mary L. Jernigan, "Centers Approach to Reading Instruction," Elementary English, LI (September, 1974), 858-60.

tests, other children, classroom confines, etc., can grow less apprehensive and more participatory if these children are integrated with other children who act as models of normalcy within similar circumstances.¹

Oral or written teacher-student contracts can effectively help to establish acceptable student affective and cognitive standards.²

D. Governmental Obligation

Federal, state, and local governmental responsibility in the education of children is legion and underpinning: and the entire Chapter 3, following this Chapter 2, deals exclusively and minutely with this nourishing, indispensable fulcrum.

Teachers and students must develop and maintain proper standards of classroom conduct for optimal learning.³ A child's academic deficiency may be due to poor behavior; or poor behavior may be due to frustration born out of difficulty in learning.⁴ Educators must diagnose and

¹David T. A. Vernon, "Use of Modeling to Modify Children's Responses to a Natural, Potentially Stressful Situation," Journal of Applied Psychology, LVIII (December, 1973), 351.

²Rickey L. George, "The Behavior Contract: A Tool for Teachers," Education, XCIV (September-October, 1973), 82.

³Marlow Ediger, "Discipline and Learning," Education, XCIII (February-March, 1973), 283.

⁴Marshall S. Swift and George Spivack, "Academic Success and Classroom Behavior in Secondary Schools," Exceptional Children, XXXIX (February, 1973), 398.

remediate reading and writing difficulties as soon as trouble arises: otherwise frustration builds "affective interference" which adds a second problem to the first problem.¹

Disadvantaged students have a maximum concentration time of 20 minutes for learning, no matter which teaching method is used; and "10 minutes of straight lecture time is too long."²

A contract mutually devised by a teacher and his students "to a strong commitment to perform well, both academically and socially"; but academic progress unfortunately does not always follow behavioral improvement.³

To know how to treat other people fairly, one must know "the requirement that we act according to universal laws";⁴ and that it is awkward, if not impossible, for a teacher to extend a pupil "love, friendship, and companionship," and still also exercise the roles of policeman and judge.⁵

¹Raymond E. Laurita, "Bringing Order to the Teaching of Reading and Writing," Education, XCIII (February-March, 1973), 261.

²Sharon Stromberg, "Teaching Business Skills to the Disadvantaged," Business Education Forum, XXVII (December, 1972), 37.

³Barbara Arwood, Robert L. Williams, and James D. Long, "The Effects of Behavior Contracts and Behavior Proclamations on Social Conduct and Academic Achievement in a Ninth Grade English Class," Adolescence, IX (Fall, 1974), 435.

⁴Lansing Pollock, "On Treating Others as Ends," Ethics, LXXXIV (April, 1974), 261.

⁵Harry S. Broudy, "Humanism in Education," Aesthetic Education, VII (April, 1973), 75.

When punishment is required, it should "be used consciously and systematically";¹ but an educator must face the fact that inconsistent and overly harsh discipline can cause a student to drop out of school--or to drop out sooner than planned.²

Motivation is an intangible element in education.³

Teachers who repeatedly praise poorly-esteemed students during regular classtime can raise the social status and "immediately conforming behavior"--but not necessarily cognitive ability--of poorly regarded students.⁴

To encourage achievement in reading,⁵ writing, and general English skills,⁶ a teacher must help a child to form the child's own positive image; reward the child's

¹Donald Macmillan, Steven R. Forness, and Barbara M. Trumbull, "The Role of Punishment in the Classroom," Exceptional Children, XL (October, 1973), 94.

²Joseph P. Gangemi and Kanwar Habib Kahn, "The Psychology of Punishment and the Potential School Dropout," Education XCIV (November-December, 1973), 119.

³Kenneth VanderMeulen, "Teaching Reading in the Secondary School: The Fine Art of Motivation," Reading Horizons, XIII (Winter, 1973), 84.

⁴Paul M. Retish, "Changing the Status of Poorly Esteemed Students Through Teacher Reinforcement," The Journal of Applied Behavioral Science, IX (January-February, 1973), 49; see also Andrew J. Heitzman, "Effects of a Token Reinforcement System on the Reading Behavior of Black Migrant Primary School Pupils," The Journal of Educational Research, LXVII (March, 1974), 301.

⁵F. A. Karen Fox, "Incentives for School Achievement" (paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February, 1973), p. 9.

⁶Charleen Whishant and Jo Hassett, Word Magic: How to Encourage Children to Write and Speak Creatively (Garden City, N.Y.: Doubleday & Company, Inc., 1974), p. 163.

perseverance with praise; and encourage the child's own appreciation of the intrinsic prize in accomplishment.¹

It is possible, through "behavioral modification treatment procedures," to decrease children's disruptive behavior and to increase academic absorption by awarding tokens--presents of food, merchandise, and money.² But while extrinsic awards for achievement may result in temporary gains, long-range gains will be diminished: for the interest, pleasure, and retention we invest in play will not be duplicated in work.³ Children should be taught to achieve for intrinsic satisfaction. Extrinsic reward may turn "play" into "work."⁴

Improved performance in the evaluation of children remains urgently necessary.⁵

¹Martin Rywell, How to Teach Baby to Read (New York: Teaching Aids, 1972), pp. 1-2; see also David C. Hughes, "An Experimental Investigation of the Effects of Pupil Responding and Teacher Reacting on Pupil Achievement," American Educational Research Journal, X (Winter, 1973), 36.

²Ronald S. Drabman, Robert Spitalnik, and K. Daniel O'Leary, "Teaching Self-Control to Disruptive Children," Journal of Abnormal Psychology, LXXXII (August, 1973), 15-16.

³Fredric M. Levine and Geraldine Fasnacht, "Token Rewards May Lead to Token Learning," American Psychologist, XXIX (November, 1974), 816.

⁴David Greene and Mark R. Lepper, "Intrinsic Motivation: How to Turn Play into Work," Psychology Today, VIII (September, 1974), 54.

⁵John Carl Borsa, Jr., "The Effects of a Language Experience Approach on the Reading Achievement of the Disabled Reader in a Clinical Setting," Ph.D. dissertation, St. Louis University, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 5, November 1974), p. 2801-A.

Dr. Vito Perrone, dean of the Center of Teaching and Learning at the University of North Dakota, says about educational liberals: "We tend to be on the defensive, because until now we have spent our limited resources implementing programs and not giving as much attention to evaluation."¹

New York State Controller Arthur Levitt charges "that because of ineffective local evaluation methods, there is no way to judge how much of \$200-million in special state aid for poor children . . . had 'achieved its objectives.'"²

The disadvantaged child, as all children, must be evaluated on the basis of "who he is, what he can do, and what he desires to accomplish."³

Reading tests must diagnose difficulties and prescribe solutions; must be ongoing; and must combine the efforts of administrator, teachers, students, communities, publishers and all others associated with the mental growth of students.⁴ Retarded readers do best on tests when these readers are encouraged to take a longer time to respond,

¹Gene I. Maeroff, "Liberals Defend Open Classes Against Back-to-Basics Forces," The New York Times, April 20, 1975, p. 40.

²Joseph P. Fried, "Levitt Assails Evaluation of State School Aide Here," The New York Times, July 7, 1975, p. 29.

³Kevin J. Swick, "Evaluation: Techniques and Perspectives for Disadvantaged Children," Reading Improvement, X (Fall, 1973), 29.

⁴Thomas J. Fitzgibbon, "Reading Tests and the Disadvantaged," in Measuring Reading Performance, ed. by William E. Blanton, et al. (Newark, Del.: International Reading Association, 1974), p. 32.

thereby reducing mental pressure.¹

"Teachers who have never graded a set of papers that have previously been graded by another teacher seldom realize how commonly and seriously teachers disagree in their judgments of writing ability."² In evaluating student writing, an English teacher must not only judge--but coach!--inspire!--a student toward continued effort and improvement.³

A teacher does not need sophisticated, expensive material and equipment for adequate student measurement. A kindergarten teacher via his own observation and ratings can predict first grade reading achievement "at least as efficiently as a psychometric battery that had been designed for this purpose." Thus reading remediation can be initiated very early during a child's development.⁴

Students achieve more academically when they are asked to compare their performance with slightly lower standards: such measurement awards students victory and

¹Elinor Elfner, Reading Curriculum Development Project: Final Report, Report to the Wakulla County Board of Public Instruction, Crawfordville, Fla., June 31, 1973 (Washington, D.C.: Bureau of Education for the Handicapped [DHEW/OE], 1973), p. 41.

²Paul B. Diedrich, Measuring Growth in English, Report to the National Council of Teachers of English, Urbana, Ill., 1974 (Urbana, Ill.: National Council of Teachers of English, 1974), p. 5.

³Emily B. Gregory, "The Composition Teacher: Judge or Coach?", The Clearing House, XLVII (April, 1973), p. 512.

⁴Seymour Feshbach and Howard Adelman, "Early Identification of Children with High Risk of Reading Failure" (paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, February 26-March 1, 1973), p. 10.

encouragement. Students who fail in attempting to scale a higher standard tend to become discouraged and to do worse.

Although students experience anxiety in being tested, their anxiety does "not significantly relate to performance."¹

Teachers may self-evaluate themselves with a view toward improvement by pre- and post-testing students, and by soliciting oral and written feedback from students.²

The three sources listed below offer a rich summary of practices for teachers to seek and to avoid in the never-ending war against the language and reading troubles experienced by school children:

- A. The New York State Education Department lists the following prekindergarten precepts to help close the educational gap for the disadvantaged:
 - a. Programs must be primarily cognitive-language in character.
 - b. Year-long, rather than merely summer, programs are best.
 - c. Two years of prekindergarten are required to bring behaviors studied up to standard of the nondisadvantaged children.
 - d. No research exists which can determine the

¹C. R. Snyder and Martin Katahn, "Comparison Levels, Test Anxiety, Ongoing Effect, and Complex Verbal Learning," The American Journal of Psychology, LXXXVI (September, 1973), 555.

²Sam David and Barbara Gross-Davis, "Assessing Teacher Effectiveness Based on Student Learning Gains," California Journal of Educational Research, XXV (September, 1974), 190.

efficacy of specific cognitive approaches: accordingly, a variety of instructional materials and methods is indicated.

- e. Edison Responsive Environment (ERE) machines are not suitable in solving this problem.
- f. Teachers have not yet been trained to remediate the problem. (But no recommendations as to training content are known--since not even methodologies have been certified to be effective!)
- g. Heterogeneous grouping socioeconomically does not, in itself, remedy deficits.
- h. Process intervention, rather than evaluation, research must be emphasized to develop instructional processes which will attack cognitive-language deficiencies.¹

B. Fred and Carol Chernow, in a book chapter tantalizingly entitled "How to Teach Reading to the Disadvantaged--After Others Have Failed," advise--without proffering data to substantiate their own success:

- a. Understand and make friends of pupils; share

¹Louis T. DiLorenzo assisted by Ruth Salter and James J. Brady, Prekindergarten Programs for Educationally Disadvantaged Children, Final Report to the New York State Education Department, Office of Research and Evaluation (research financed by the Office of Education, United States Department of Health, Education, and Welfare), Albany, N.Y., December 1969 (Albany, N.Y.: New York State Education Department, Office of Research and Development, 1969), ch. IX, pp. 1-3.

their concerns.

- b. Accept and respect pupils despite their failure to progress.
- c. Build students' self-confidence with reference to his successes in other areas.
- d. Build students' familiarity with spoken words before requiring students to read.
- e. Explain to students the necessity to read.
- f. Know that visual, auditory, and other physical and/or mental impairment can prevent students from learning.
- g. Start with reading material on students' own levels.
- h. Students should be encouraged to provide their own reading material based on their own experience and level.
- i. Use writing as a reinforcing activity.
- j. Remember that the teacher!--not special techniques or materials--is the key to pupil-achievement in reading!¹

The Chernows suggest ways to develop conversational skills in disadvantaged children:

- a. Tape, replay, and analyze discussions.
- b. Have students interview themselves and others.
- c. Insist on presentation of accurate facts.

¹Fred B. Chernow and Carol Chernow, Teaching the Culturally Disadvantaged Child (West Nyack, N.Y.: Parker Publishing Company, Inc., 1973), pp. 79-80.

- d. Urge students to address themselves, rather than the teacher.
- e. Keep students from wandering off the topic.
- f. End the discussion when continued learning seems unlikely.
- g. Compliment students and give them a sense of success.¹

The Chernows provide tips on teaching students to write:

- a. Praise student efforts; build confidence.
- b. Suggest topics to students: share own experiences.
- c. Use literature as springboard for writing.
- d. Encourage use of fantasy.
- e. Teach writing of stories, facts, and opinions.
- f. Assist pupils in revising their written work.
- g. Teach students that each complete piece of writing must stick to a central theme.
- h. Encourage students, when necessary, to copy good models of writing in order that students may develop their own competence through practice.
- i. Teach legible cursive writing.²

Helaine Dawson contributes:

Criteria for Evaluating Content and Yourself

NOTE: If the following questions can be answered in the positive, the content is meeting the students' needs.

- 1. Are you relating subject matter to personal experience?

¹Ibid., pp. 108-109. ²Ibid., pp. 110-111.

2. Is the content helping the students to become more aware of the world around them and their relationship to it?
3. Does the content indicate that the students are gaining in feelings of self-confidence and self-worth?
4. Is the content arousing the students' motivation, so that they become personally involved and interested in continuing learning outside the classroom?
5. Does the content include new and review material?
6. Are the students being given all possible opportunities for self-expression?
7. Are you listening in on their wavelength?
8. Are you remembering not to talk too much?
9. Is the content helping the students to develop more realistic concepts of their responsibilities as prospective employees?
10. Are the students becoming less fearful of failure on a job?

Practices to Avoid

1. Don't criticize a student in the presence of his peers.
2. Don't preach. (In fact, talk as little as possible.)
3. Don't be condescending or patronizing.
4. Don't judge by middle-class standards.
5. Don't think of things in black-and-white terms if you want the student to be able to see more than one side to a question.
6. Don't be authoritarian.
7. Don't subject the students to changes without advance notice: they are insecure enough already.
8. Don't expect consistency in progress toward

more acceptable standard social behavior. There will be many retrogressions precipitated by environmental influences.

9. Don't be afraid to admit your own mistakes.
10. Don't expect to reach every one of your students.¹

A summary follows with respect to caution and reservation in educational practices:

Some principles of early intervention in education are:

- a. The family is the prime factor in fostering a child's development.
- b. To develop properly, a child requires "adequate health care, nutrition, housing, employment and opportunity, and status for parenthood." Even disadvantaged children need not be "doomed . . . by heredity or environment."
- c. Planning and support for a child must be long-range.²

In order to teach the disadvantaged, we must accurately diagnose their problems and amass workable solutions: Two functions which continue to baffle us,³

¹Helaine Dawson, On the Outskirts of Hope: Educating Youth from Poverty Areas (New York: McGraw-Hill Book Company, 1968), p. 284.

²Urie Bronfenbrenner, "Is Early Intervention Effective?", Teachers College Record, LXXVI (December, 1974), 300-301.

³Robert F. Moss, "Did I Improve Any Better? The Plight of the Disadvantaged Student Under SEEK [Search for Education, Elevation, and Knowledge] and Open Admissions," The Journal of General Education, XXV (April, 1973), 2.

In teaching the disadvantaged, especially in the upper grades, educators "need to recognize the unpleasant fact that, after years of dulling and desensitizing, some minds may be sealed off forever."¹

Little is known about either teaching or learning except that they happen!²--or don't happen...!

"How successful the school or other agencies can be in overcoming the language gap of the disadvantaged child remains to be seen."³

"The child's environment is a factor with which classroom teachers must deal. It cannot be altered within the confines of the classroom."⁴

"A man sitting quietly, seemingly doing nothing, may in that very act be engaging in infinitely more complex cognitive activity than any computer simulator has yet dreamed of."⁵

¹Ibid., p. 15.

²Keith R. St. Onge, "Let's Get Back to Essentials," Change: The Magazine of Higher Learning, VI (June, 1974), 6.

³Walter M. MacGinitie, "Language Development," in Encyclopedia of Educational Research: A Project of the American Educational Research Association, ed. by Robert L. Ebel (London: Collier-Macmillan Limited, 1969), p. 696.

⁴Donald S. Leeds, "Sociology of Reading: Social and Cultural Factors," Reading World, XIII (May, 1974), 331.

⁵Malcolm A. Jeeves, "Thinking: A Perennial Problem in Psychology," Social Research, XLI (Autumn, 1974), 590.

PART II

PROGRAMS AIMED AT REDUCING LANGUAGE AND READING
DEFICIENCIES

The thirty-six programs which follow are aimed at reducing language and reading deficiencies--mainly among disadvantaged youth--and are sectionalized in accordance with school grade-levels:

- A. Preschool
- B. Preschool Through Elementary School
- C. Preschool Through Junior High School
- D. Elementary School
- E. Elementary Through High School
- F. Junior High School
- G. Junior High School Through Senior High School
- H. Senior High School
- I. Youth Through Adulthood

A. Preschool

Julius M. Sassenrath and Robert E. Maddux described a kindergarten program they tested which was designed to clarify which of three methods of language instruction would best improve the English skills of children from economically and educationally disadvantaged neighborhoods in a city-rural area, exact location and date unspecified.¹

¹Julius M. Sassenrath and Robert E. Maddux, "Language Instruction, Background, and Development of Disadvantaged Kindergarten Children," California Journal of Educational Research, XXV (March, 1974), 61-68.

A total of ninety-eight children was involved: fifty-five were English monolingual; forty-three were English and Spanish bilingual; eleven monolingual, experienced teachers and six bilingual, experienced aides participated (native languages of teachers and aides were unfortunately omitted, but a reasonable assumption is that the teachers were native-English and the aides were native-Spanish who also spoke English); eleven classrooms were used; and each aide assisted two hours daily in each classroom.

Each teacher was permitted to choose the one of three English-language instruction methods in which she felt most adept in order to help insure the best possible utilization of teacher and method.

The methods were:

- a. The Distar Language Program: 180 thirty-minute daily lessons; concentration on 22 basic language concepts.
- b. The Peabody Language Development Program: 180 lessons of approximately forty-minutes each in duration. The stress is on three aspects of oral language: expression, reception, and conceptualization.
- c. The Standard Method Language Development: emphasis is on speaking, reading (readiness), listening, and writing (readiness).

The program results indicated that "irrespective of methods of language instruction, sex, or language background, the children showed some improvement on almost every one of

the 21 measures"¹ of the pre- and post-testing with the School Readiness Survey (SRS), the Wepman Auditory Discrimination Test (WADT), and the Illinois Test of Psycholinguistic Abilities (ITPA).

Sassenrath and Maddux concluded that intensive language instruction for disadvantaged kindergartners benefits school readiness, auditory discrimination, and psycholinguistic ability.

Eva Kales, a kindergarten teacher at Grandview Public School in Edmonton, Canada; and Sharon Nizolek, a university student and Ms. Kales' classroom assistant, described a Key Vocabulary program in which their kindergarten classes were involved.²

Children brought in their own "best" words based upon their "fears, dislikes, and even anger. The children soon realized that printed words are thoughts written down."³ The words soon grew into sentences, paragraphs, and "best" stories! The students naturally progressed from sight-reading to phonetic recognition of letters. The teacher, of course, printed the writing for the students, who later themselves practiced copying, original writing, and illustrating.

The Key Vocabulary program was integrated with other kindergarten activities.

¹Ibid., p. 66.

²Eva Kales and Sharon Nizolek, "Growing with Words," Childhood Education, XLIX (March, 1973), 311-315.

³Ibid., p. 312.

Additional specific Key Vocabulary activities were:

- a. Illustrating their words with paper and pencils, felt pens, crayons, or oil pastels.
- b. Writing on the chalkboard with colored chalk.
- c. Copying their words with small, large, and tactile alphabet cards.
- d. Using Plasticine and Play Dough to form letters.
- e. Arranging letters on the magnetic board.
- f. Writing words in wet sand.
- g. Typing words on typewriter.
- h. Punching out letters of the "best word" with a paper punch.
- i. Printing words in a salt tray.
- j. Showing and reading words to another child.
- k. Simulating initial letter likenesses.
- l. Classifying words with small groups of friends, or as a large group activity.¹

This program was designed not primarily to teach language arts, including reading--but as "a pre-language arts activity aimed at the child's general development."² Children were never pressured into learning communication skills: but those who were, or became, ready were encouraged and helped to develop.

The two teachers stated that the program's "very naturalness and simplicity make it an exciting and beautiful adventure" for teachers and children.³

¹Ibid., p. 315. ²Ibid., p. 315. ³Ibid., p. 315.

The Lubbock Public Schools in Lubbock, Texas, in 1969 commenced a Bilingual Kindergarten Program which operated in five classrooms at three schools.¹ The object was to: teach respect and use of the child's native language and of the English language; improve the child's self-concept and pride in his cultural heritage; continue instruction in two languages, and especially in English, in all subjects and grades to graduation; encourage academic achievement; and lower the rate of failure and dropout.

Daily activities from 8:20 A.M. to 2:40 P.M. included involving each child in an Activity Center; singing and planning the day with the children; oral language development in two languages; health instruction; washing of hands and snacking; number concepts; free choice activities, games, exercises, etc.; storytime and conversation; lunch and brushing of teeth; and a continuation of these activities after lunch.

The Lubbock Public Schools--without presenting substantiating data--judged this program a success during the first two years of operation, and will make additional evaluations as the program proceeds.

New York City in September of 1968 established a

¹Lubbock Public Schools Bilingual Education Program, Kindergarten Bilingual Resource Handbook (Fort Worth, Texas: National Consortia for Bilingual Education, 1971).

Bilingual School of 800 children at P.S. 25 in the Bronx.¹ The school was to serve 84% Puerto Rican students and 16% Black students. Instruction starting in kindergarten was to be 95% in a child's native language (either Spanish or English) and 5% in his second language. It was hoped that by the start of Grade Six each child would be able to learn 50% in his second language; that he would function equally well in understanding, speaking, reading, and writing both English and Spanish; and that these language skills, appreciation of his culture, and improved self-concept would help him to improve his scores in all subject areas and to look forward to a successful future in society.

First-year gains were measured for the experimental group of 300 children: but caution was recommended in that research design was less than ideal (socioeconomic variables were difficult to match); irregular funding of the program interfered with planned, smooth functioning; and longitudinal results were to be continued for two more years and subsequently assessed.

Louis T. Lorenzo, Ruth Salter, and James J. Brady from 1965-1969 carried out a study involving 1,800 disadvantaged prekindergartners in eight New York State school districts to determine the effectiveness of the prekindergarten

¹Human Sciences, Inc., Bilingual School Program: Final Report--January 15, 1971 (New York: New York City Board of Education, 1971).

programs already existing.¹

The prekindergarten programs were especially designed to improve a child's IQ, language, self-concept, and physical state. Each school formulated its own concept on how best to reach these goals.

An evaluation of the program indicated that the experimental group of disadvantaged prekindergartners scored higher on IQ and language tests than the disadvantaged control group--but that by the end of the second grade no significant difference remained between the two groups.

Whatever gains originally achieved were made by the cognitively-oriented, rather than the traditional nursery or early childhood-oriented, programs.

The Kiddie Kampus Preschool of the SAC base in Grand Forks, North Dakota instituted a program, at a date unspecified, to build skills that would result in enhanced self-concept of the enrolled four-year-olds who were the children of air force personnel from different geographic regions of America.²

The children were of middle-class families and of

¹Louis T. DiLorenzo et al., Prekindergarten Programs for Educationally Disadvantaged Children, Final report to the New York State Education Department, Office of Research and Evaluation (research financed by the Office of Education, United States Department of Health, Education, and Welfare), Albany, N.Y., December 1969 (Albany, N.Y.: New York State Education Department, Office of Research and Development, 1969).

²Richard G. Landry, Elizabeth Schilson, and E. Michelle Pardew, "Self-Concept Enhancement in a Preschool Program" Journal of Experimental Education, XLII (Summer, 1974), 39-43.

diverse ethnic backgrounds: Caucasian, Black, Oriental-Korean, or Vietnamese mother. Most such programs cater exclusively to disadvantaged children; but "research has shown that it [negative self-concept] is a malady which strikes all children."¹

The program covered thirty-three sessions over an eleven week period, and determined to enhance the physical, intellectual, and emotional qualities of each child--and concomitantly, his self-concept, which furthers future progress. Since it is generally acknowledged that the first six years of a child's life are formatively the most crucial, a major achievement is enjoyed through successful strengthening of self-view and self-value during this early period of development.

The two instruments used to measure the children were The Thomas Self-Concept Values Test and The Developmental Profile, both of which showed the following children's gains:

- a. Freer and deeper in their expressions and feelings.
- b. More effective communication.
- c. Improved listening skills.
- d. Greater awareness of how people perceive themselves and others.
- e. Greater awareness of the effects of personal actions on others.
- f. More verbalizing; less fighting.

¹Ibid., p. 39.

g. Improved ability to cope with frustration.

Polly Greenberg joined with a group of volunteers in 1965 to form the Child Development Group of Mississippi, which secured funding from the Office of Economic Opportunity (OEO).¹ The object was to see whether mainly poor-Mississippi blacks could organize and run their own day care centers as Head Start training for preschool children, and thereby prepare these children with the cognitive and affective skills needed for school, life, and work success.

Miss Greenberg and her associates established informal class routines; encouraged children to develop their speech, writing, and bodies based upon the children's interests and via dance interpretations; taught and encouraged parents to teach their children at home; and established health and social services to help parents and children.

Miss Greenberg stated that despite such hardship and strife, parents, children, and community benefited as originally planned. But since the experiment was informal--no objective measurements are presented for this program--one must rely on Miss Greenberg's word that the program was a success and should be undertaken by other communities.

Clara M. D. Riley and Frances M. J. Epps established a Head Start program in 1965 for 300 poor preschoolers--

¹Polly Greenberg, The Devil Has Slippery Shoes: A Biased Biography of the Child Development Group of Mississippi (London: The Macmillan Company, 1969).

mostly blacks--in Avalon, Los Angeles County, California. With Federal funding, this program was to help local disadvantaged communities prepare their children mentally and physically for better futures.¹

The program enlisted the aid of teachers, doctors, psychologists, social workers, parents, and community volunteers. Nutritious food was provided to the children. Much learning was attempted through books, art, music, games, puzzles, flannel board stories, rhythmic activities, listening posts, a great deal of talk, and visits by local policemen and firemen.

The adults and children evaluated the program as successful: children were medically examined and treated; learned to play with toys and among themselves; and increased their ability to speak, listen, and react.

B. Preschool Through Elementary School

The New Haven, Connecticut public school system instituted a reading program which intensively involved the help of parents in and out of the classroom:²

- a. Parents were given two ten-week evening courses constructed to help parents teach reading to their children at home. Course activities for

¹Clara M. D. Riley and Frances M. J. Epps, Head Start in Action (West Nyack, N.Y.: Parker Publishing Company, Inc., 1967).

²Nicholas P. Criscuolo, "Parents: Active Partners in the Reading Program," Elementary English, LI (September, 1974), 883-884.

parents involve demonstrations, workshops, and group discussions.

- b. "Be My Guest" sessions were held during regular school hours for those parents who cannot attend the evening courses. Parents visit classes and view the reading program in action. When observation by parents is concluded, "they join the principal, reading teacher, guidance counselor, and other personnel at a coffee hour for informal discussion of the reading program."¹
- c. During the summer, parents signed a Pledge of Active Support to send their children to the public library. Each child keeps a Personal Reading Record--developed for both English and Spanish--in which children recorded the books they read and added personal critiques. Each child was awarded a Read to Succeed Certificate at the conclusion of the summer program.
- d. In the K-3 Focus program, funded by Title I in 18 of the innercity schools, parents work as instructional aides. Some of these parents work in the Community Tutors program: these tutors supply additional one-to-one reading help and are paid \$2.00 per hour out of Board of Education funds.
- e. PATTR--Personalized Approach to Reading--was

¹Ibid., p. 883.

started in four kindergartens February, 1972. Parents help in this game-oriented approach to learning "writing, listening, verbal, comprehension, visual, and vocabulary."¹ Parents even help to make the games.

- f. A Book Bank Program permits a child to borrow, read a book--and keep the book if he wishes.
- g. Reading Workshops for Parents teach parents how to construct reading games and devices. Such materials are provided as scissors, oaktag, paper plates, construction paper, and paste: then paper plates with spinners attached make letter- or word-wheels; paper bags are made into fascinating hand puppets; magazine pictures are pasted to different shapes of oaktag to make puzzles; and construction paper makes word trees.

This program proves that schools which strongly involve parents, more strongly involve and help students.

The Nogales Elementary Bilingual Project of the Elm Street School in Nogales, Arizona, functions under Principal Hamon Watson as a pilot effort from which other Nogales schools eventually will profit in establishing bilingual, multicultural skills, understanding, good-will, and cooperation for students and community.²

¹Ibid., p. 884.

²Herbert B. Wilson, "Quality Education in a Multicultural Classroom," Childhood Education, L (January, 1974), 153-56.

The Elm Street School has approximately 480 children in grades K-5, and fifteen teachers. The School is but a few blocks from the border dividing the United States and Mexico. Most students, teachers, and staff are bilingual and multi-cultural. Since modeling is considered important, both native-English and native-Spanish staff, including aides, is recruited. The aides help teachers dispense not only language skills, but cultural understanding, including explanations of American and Mexican special days and holidays.

Some reasons reported for the success of the Elm Street School follow:

- a. Each child's home language is accepted as a medium of instruction.
- b. Home-school relationships are given special attention.
- c. All children are furnished opportunities to excel at the level of their individual abilities.
- d. Team planning of activities.
- e. Rich supply of learning materials in children's home- and second-language.
- f. Inservice staff development.

The Chicago public school system in 1967 initiated a Title I-funded Child Parent Center program which provides compensatory education for 2,100 disadvantaged children, 3-9 years of age, enrolled in eleven centers which give up to 6 years of education: two years preschool; kindergarten;

and grades 1-3.¹

The Metropolitan tests show that "reading and math achievement test scores, like the readiness scores, are at or above national norms in almost every case."²

The reasons given for the success of this multiple-technique program are:

- a. Parents are directly involved.
- b. Social and health problems are eliminated.
- c. Learning materials used have a strong language orientation.
- d. Frequent feedback is sought.
- e. Structured, consistent, long-term efforts.

The degree of success enjoyed by the Chicago public schools may best be appreciated in contrast: "The literature on education of the disadvantaged documents failure after failure in the compensatory education arena, with few programs able to claim even modest success."³

C. Preschool Through Junior High School

A. Richard King detailed his 1962-1963 teaching experience at the Mopass Indian Residential School in the Yukon Territory of Northwest Canada.⁴ The object of this

¹A. Jackson Stenner and Siegfried G. Mueller, "A Successful Compensatory Education Model," Phi Delta Kappan, LV (December, 1973), 246-48.

²Ibid., p. 246.

³Ibid., p. 248.

⁴A. Richard King, The School at Mopass: A Problem of Identity (New York: Holt, Rinehart and Winston, 1967).

publicly-funded residential school for Indian children, ages 5-15, was to teach these students a common linguistic and conceptual foundation as preschoolers and then to proceed to a regular program of studies.

The children were taught facts, and with materials that were foreign to their way of life and interest; most parents did not care whether their children progressed with the white man's knowledge; and teachers, administrators, and supporting staff were underqualified, discouraged, and insecure.

Such a program, obviously, is a disaster for all concerned--and most especially for the children who learn little and suffer much in lost knowledge, interest, time, and opportunity.

D. Elementary School

In the 1968-69 school year, a school district (unnamed in this study) consisting of eleven public schools and one parochial school attempted a remedial reading program in which four different methods were to be used with a total of 102 third grade students. The object was to determine which method was best; and whether remediation, if possible, would remain permanent.¹

Each of seven teachers was assigned two remedial classes with four to eight children in each class.

¹Norman E. Silberberg, M. S. Iversen, and Jean T. Goins, "Which Remedial Reading Method Works Best?", Journal of Learning Disabilities, VI (November, 1973), 547-56.

The following four methods were used:

- a. Visual Emphasis Approach: The sight-word, look-say, or sound-symbol approach. Practice included oral and silent reading of material on the children's level.
- b. Auditory-Phonic Approach: Phonic, or sound, elements were stressed. Lippincott Readers were used to teach word-sounds and for practice in reading.
- c. Kinesthetic Approach: The child orally presented a word he wished to learn; the teacher would write the word on paper in script; the child then traced the word with his finger(s), simultaneously enunciated each part of the word, and continued this procedure until he felt he could write the word on his own--which he then would do.
- d. Multisensory Approach: The child learns through sight, hearing, and feeling: a simultaneous visual, auditory, and kinesthetic-tactile experience.

Pre- and post-testing showed that although there was an immediate "spurt in scores . . . the washout effect . . . becomes quite evident upon completion of the remedial experience."¹

This study showed that there was no long-range difference in potency among the four methods tried; and that by

¹Ibid., p. 24.

the middle of the fourth grade, previous student gains in reading had disappeared.

The language approach to early reading is a system which encourages students to speak their interests and stories into a tape recorder. An adult then types the dictation; and the transcript is read by or to the child-dictator. Class readings and discussions of individual transcriptions may or may not be undertaken, depending upon the concern for individual confidentiality.¹

The University of Idaho adapted this procedure and called its own version Communication Skills Through Authorship. The Lewiston and other public schools in the state, with the help of a Title III ESEA grant, developed their own program: students included were Nez Perce Indians and Mexican-Americans.

Students were taught to operate the tape recorders, and adult volunteers or paid aides transcribed the dictation. Experience indicated that one full-time typist could daily transcribe the dictation from five classrooms.

The children enjoyed and did well in this program: "At the end of the second grade about 95 per cent could read all they had dictated"²--especially good in view of a second grader's range of oral vocabulary and "the complexity and

¹Lewis B. Smith, Roger W. Adams, "The Experience Approach to Reading... How to Make the Most of It," Instructor, III (November, 1974), 72-75.

²Ibid., p. 73.

naturalness of his speech."¹

Other advantages were: teachers got to know the students better through communication of thoughts and feelings; interest in reading and the borrowing of library books perked up; parents became involved and very supportive; instruction was individualized; a good start in early reading can help avoid expensive later attempts at remediation; a healthy attitude toward reading--its pleasure-giving and work-necessity aspects--was instilled for lifelong advantage.

The Central Arkansas Education Center, Little Rock, Arkansas, in 1971-1972 established at its Amboy Elementary School a program in which an experimental group of twenty-six heterogeneous sixth-graders in a social studies class were encouraged and helped to raise their reading-interest and -ability scores.²

The reading levels of the experimental group ranged from 2.4 to 8.1 as determined by the Iowa Test of Basic Skills. A control group also was established.

This program endeavored especially to increase reading-vocabulary and -comprehension. One hour--1 P.M. to 2 P.M.-- daily was devoted to multi-media instruction which included newspapers, filmstrips, projectors, tape recorders,

¹Ibid., p. 73.

²Central Arkansas Education Center, Report to the Center, The Effectiveness of Emphasizing Reading Skills through Individualized Social Living Experiences (Little Rock, Ark.: Central Arkansas Education Center, 1972).

and books. The subjects were periodically homogeneously regrouped for interest, achievement, and study skill.

The program directors judged this project a success on the basis of results on the Gates-MacGinitie Reading Test. Not only were reading skills improved, but concomitant values also accrued:

- a. Knowledge in the gathering and use of information for special purposes.
- b. Ability independently to use special equipment and learning aids.
- c. Development of critical thinking.
- d. Ability to formulate opinions.

Bernard J. Shapiro and Phyllis P. Shapiro related their program, which was run in each of seven elementary schools and at a date both unspecified.¹

The object of the study was to determine which of two methods of teaching reading to first- and second-graders worked best to develop children's compositional writing: Initial Teaching Alphabet (I.T.A.), wherein pupils hear sounds of words and see accompanying appropriate pictures . . . such as of cats and dogs; or Traditional Orthography (T.O.), wherein pupils hear sounds of words and see the words spelled, but see no accompanying pictures.

¹Bernard J. Shapiro and Phyllis Shapiro, "The Relationship Between Reading Medium and Prose Writing" (paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Feb. 26-March 1, 1973).

Total first- and second-graders in the sample amounted to 684. Of 293 first-graders, 130 received reading instruction via I.T.A.: the other 163 worked in T.O. The 391 second-graders all worked in T.O., using the Lippincott basal reader as textbook: but 155 of these second-graders were I.T.A.-trained in the first grade.

Each child comprising the entire sample wrote two compositions on two assigned topics. Each composition was rated for length, vocabulary, content, and originality. Length was measured by counting the number of words; vocabulary level was estimated by counting the "difficult" words not contained in the Stone Revision of the Dale list of 769 Easy Words; and content and overall-communication was evaluated by scales adopted from the work of E. P. Torrance and C. B. Smith. "Content" included judgments regarding originality, rhetoric, and emotional involvement; "overall communication" referred to "proficiency in composition"¹ and received simple ratings: Failing; Poor; Competent; Superior.

The results follow for the I.T.A.-trained first- and second-graders:

- a. They wrote longer compositions containing a somewhat higher vocabulary level.
- b. They showed a statistically significant superiority in content and overall communication.

The two researchers concluded that:

- a. The I.T.A. method of teaching reading is

¹Ibid., p. 5.

superior to T.O. in "facilitating writing behavior . . . at least until the end of second grade."¹

- b. Although many other causes enter into developmental proficiency in writing, nevertheless I.T.A.-teaching can be at least one important favorable factor.

Ronald G. Midkiff and Gary Smith of the Linguistics Research and Demonstration Project Staff, Rome City School System, Rome, Georgia, described the System's ESEA Title III Social Experiment in English Dialect program (SEED Project), begun 1966 in grades 1-6 for disadvantaged children speaking nonstandard English.²

The object of this schematism was to build within children a linguistic repertoire by their hearing and voicing sentences conforming "to a particular audience, purpose, time, and place."³

Since it is demonstrated that denying the value of a child's cultural and environmental dialect drains a child's

¹Ibid., p. 8.

²Ronald G. Midkiff and Gary Smith, Towards an Evolving Philosophy of Language Instruction in the Public Schools and Teaching Standard Usage to Non-Standard Speakers: A Report of an Experiment, Report to Linguistics Research and Demonstration Project, Rome City School System, Ga. (Rome City, Ga.: Rome City School System, 1969).

³Ibid., p. 30.

self-worth, confidence, and motivation, and contributes in establishing and reinforcing a failure syndrome, SEED attempted gradual bridging of the gap between the child's nonstandard, and society's standard, English.

Some recommended SEED activities are:

- a. Sentence Expansion Games:
 "Baby highchair"
 "The baby is in the highchair."¹
- b. Group Discussions.
- c. Collaborative Revision of Compositions.
- d. Playing with One-Sentence Discourses: The students converse, putting all the meaning possible into a single sentence. Transforms of students' speech patterns occur and improve.
- e. Verbalizing Cognitive Tasks: If students verbalize an occurrence or concept in science class, for example, syntactic transforms occur: as in describing how and why a candle is extinguished when sealed into an airtight glass container (the oxygen supply is consumed).
- f. Comparing the Many Dialects in the United States: Dialects are established as regionally indigenous, innumerable, and respected: audio tapes are played and studied of such preeminent individuals as ex-presidents John Kennedy and Lyndon Johnson; and the Rev. Dr. Martin Luther King.

¹Ibid., p. 46.

- g. Comparing Local Dialects: This function includes study of various dialects in the class, school, and neighborhood. Demonstrations of dialects should be encouraged.
- h. Varying Functional Varieties of Language for Varying Situations: Students become aware of different standards for different functions: "church, school, football game, home, etc."¹
- i. Building Awareness of the Full Implications of Dialect: Students listen to the taped dialect of a stranger; determine all they can about the individual; and then present their findings to the class.

All the preceding activities are strategied to compatibilize varied dialects with life activities comprehensible and meaningful to students: otherwise, their learning becomes disengaged from actuality, interest, and effort.

Midkiff and Smith state that the youngsters in grades 1-6 were still too immature to comprehend the full applicability of standard speech to personal social and economic betterment, and consequently to profit maximally from the experiment; but the two researchers estimate that:

- a. Junior and senior high school students would have sufficient social awareness to profit more from a SEED program.
- b. Greater interaction and communication of

¹Ibid., p. 48.

nonstandard-dialect students with standard-dialect individuals would hasten assimilation of standard performance in accordance with particular situations.

- c. This program creates "the development of a fascination with language and a tolerance and understanding of variant forms of language."¹

Elementary-school teacher Betty Norwood in Eugene, Oregon, believes in self-directed, individualized student learning.²

In the English part of the curriculum, examples of students' work are as follows:

- a. English is integrated with other subjects. In one social studies project, "A Wagon Train Across the United States," each student wrote his own diary based on factual and fictitious role-playing. Social studies textbooks, encyclopedias, fiction and non-fiction books, films, filmstrips, maps, and globes were read and consulted.
- b. One day a week Ms. Norwood's upper-grade children read to the kindergartners. The books read are suitable for the auditors with respect to pictures, vocabulary, and stories.

¹Ibid., p. 37.

²Mae L. Jackson, "Moving Toward Self-Directed Learning," Childhood Education, L (October, 1973), 26-28.

- c. Soon the upper-graders are encouraged to write, illustrate, and read their own books to the kindergartners. Some children write and read several books; each writes and presents at least one book: thus are "language-thinking abilities developed";¹ and individualized self-instruction bears fruit and fun for both children and teacher.

Some of the children's book titles follow:

- a. Nike the Math Book
- b. Freddy the Mouse
- c. Poopsie the Pepsi Bottle
- d. Andy Antelope
- e. Lolly Lollypop²

The children profit by games, fun, and learning.

The West Hartford public schools organized typing classes for fifth grade students in 1965 to determine whether such classes would help students improve in language skills.³

Students admitted into the program ranged from normal to reluctant, disadvantaged, and learning disabled.

The courses teach not only typing, but the full range of English skills required for standard communication--including letter writing: children are encouraged to correspond

¹Ibid., p. 28. ²Ibid., p. 28.

³Dorothy Prunty, "A Typing Program Launches a Galaxy of Language Skills," Instructor, LXXXIV (September, 1974), 76-77.

with pen pals.

The children enjoy learning typing and English: they view the concept as a toy and game, as well as a useful, needed skill, and therefore are strongly motivated to do well.

In addition to typing, children learn such English subskills as punctuation, capitalization, dictionary understanding, and sentence structure.

Iowa Basic Skills test scores from 1965 to the present consistently show the experimental groups to be significantly ahead of the control groups on all language skills, and especially in spelling: non-typists show a three-month gain, and typists show a one-year gain!

In 1967 electric typewriters were introduced into this program: the Henman-Nelson intelligence test and the Composite Iowa Grade Equivalent test showed the students' language arts improvement to be "not only significant but . . . dramatic as well."¹

The Wethersfield, Connecticut School Department, with a grant from the U.S. Office of Education, in 1971 initiated a program to explore the efficacy of incentives in the improvement of elementary school reading grades.²

Four teachers were randomly selected at each of four grade levels in the town's elementary schools, which included

¹Ibid., p. 77.

²F. A. Karen Fox, "Incentives for School Achievement" (paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February, 1973).

one parochial school. The teachers were given a two-week preparatory workshop course in the theory and practice of incentive awards for educational motivation and achievement.

Four experimental groups were established: Students, Parents, Parents-Students, and Controls. If 80% subject-mastery was realized, a student received a toy book or record--each gift costing \$5.00 to \$10.00. Entire successful classes could go on expense-paid field trips. Parents as a group, for each classroom, were awarded \$200.00 if 80% of the students of the classroom achieved 80% of the assigned work with 80% accuracy. The parents were to tutor their children at home and to praise their children for results achieved in school and at home. The Parent-Student Incentive technique was, of course, a combined team effort, for which parents and students received material and monetary awards. The control groups of students and their parents engaged in the usual programs of their schools and received no forms of incentive.

This study, unfortunately, yielded inconclusive results because it was impossible to control the teachers and parents as rigidly as this four-methods-comparison project required. Both teachers and parents differed in program interpretation, and they independently varied objectives, procedures, and incentives.

This program well suggests the inherent difficulties besetting any attempt to use a large number of personnel in an experiment which is to measure outcomes based on a report for precise, predetermined, uniform procedures.

Juanita Logan and Margaret Fleming describe a remedial reading program for 2,929 disadvantaged children, grades 1-3, which took place in twelve Cleveland, Ohio elementary schools during 1971-1972. The expenditure per child was \$133.27 for a group total of \$390,340.00.¹

The aim of the program was as follows:

- a. Diagnosis of reading problems.
- b. Prescriptive, individualized teaching.
- c. Return of child to regular peer group as soon as reading skills were mastered.
- d. Teachers used a variety of techniques and materials.
- e. Consultative staff supplied advice and support to teachers and pupils.
- f. Parent help solicited.

Results were favorable:

- a. 48% to 92% of the pupils realized good to very good improvement in reading.
- b. 75% of the teachers cooperated in the use of flexible teaching methods.
- c. Two out of three students attained reading success within the classroom. A student's reading success was determined by his teacher, who awarded an S

¹Juanita Logan and Juanita Fleming, Project Reach: Disadvantaged Pupil Program Funds Evaluation, 1971-1972, Report to the Cleveland Public Schools, Ohio Division of Research and Development, Cleveland, Ohio, December, 1972 (Cleveland, Ohio: Cleveland Public Schools, Division of Research and Development, 1972).

(Satisfactory) when in her judgment the child achieved functional reading ability.

The Wisconsin Research and Development Center for Cognitive Learning of The University of Wisconsin, approximately 1972, conducted an experiment with forty-three fourth graders divided into two classrooms in an unnamed semirural Midwestern community.¹

The effort was to determine whether a person learns better from pictures or from words: and whether the information accruing could be applied to developing better learning and comprehension of prose materials.

Sixty-four pictures of animate and inanimate objects, with typewritten captions, were photographed, mounted on slide transparencies, and shown to the subjects being tested.

The results indicated that some children learn better pictorially; others learn better verbally; and that each type of learner can be identified and, accordingly, helped by instructional variance.

J. D. Fletcher reports on his experiment to judge the value of using spelling patterns, based on grapheme-phoneme correspondence, in teaching initial reading to predominantly Black first-graders of an economically-depressed

¹Joel R. Levin, et al.. Strategies in Reading Comprehension: II. Individual Differences in Learning from Pictures and Words, Report to the Wisconsin University at Madison Research and Development Center for Cognitive Learning, Madison, Wisconsin, April, 1973 (Washington, D.C.: National Institute of Education [DHEW], 1973).

area in an elementary school and at a date both omitted.¹

Seventy-two subjects--25 boys and 47 girls--from three moderate-ability classes were participants. All students had previously received supplementary 8-minute Computer Assisted Instruction (CAI) and 6 minutes of phonics instruction.

There was an 8-day training period during which 24 spelling patterns were taught, devised for each of five vowels: A, E, I, O, U.

At the end of this program, each child was tested on all the 144 initial consonant and consonant combinations studied, and which were based on the full set of 24 spelling patterns to which each child was assigned.

Results indicated the value of teaching spelling patterns in initial reading: there is a positive transfer to reading words and non-words built from spelling patterns.

E. Elementary Through High School

Elliott Seif and Fred Harwood present curriculum ideas to capture the response of children of all grade levels.² Seif and Harwood do not list their program as one which they tested with specific children in a given school: their suggestions appear to be theoretical . . . and interesting,

¹J. D. Fletcher, Transfer from Alternative Presentations of Spelling Patterns in Initial Reading, Report to the Stanford University, California Institute for Mathematical Studies in Social Science, Stanford, Calif., September 28, 1973 (Washington, D.C.: National Science Foundation, 1973).

²Elliott Seif and Fred Harwood, "Urban Problems and Urban Education: Some Thoughts and Curriculum Ideas," The Social Studies, LXVI (January-February, 1975), 7-10.

and worth trying.

Seif and Harwood contend that children in elementary school through high school--and especially urban impoverished--need relevant, substantial programs to engage their interest, industry, and skills-acquisition. Children respond to immediate-needs satisfactions.

The program, essentially, centers on how children can solve their everyday problems--from housing, to safety, transportation, environmental beautification, health, legal, work, and money management.

Class discussion, role-playing, writing, individual projects, guest community-experts, telephone communication, audio-visual materials, library research--all forms of learning activities are class-planned and then pursued.

The Delaware Reading Council of Delaware County, Pennsylvania, decided to encourage more frequent and varied reading, and writing based on excellent models, by involving elementary public school children themselves, aided by principals, librarians, teachers, parents, and consultants, to formulate a program called County-Wide Literary Fair.¹

The program was as follows:

- a. Each child recommended his favorite book to his classmates.
- b. Each class chose a favorite book from which the

¹Nicholas Spennato, "Cause: Project Literary Fair. Effect: More Eager Readers," Elementary English, LI (September, 1974), 880-82.

entire grade then picked a "best" book.

The children campaigned for favorite books with skits, dioramas, poems, bulletin board displays, and models of story-book characters, posters, speeches, and placards.

On election day, pupils from each grade voted for their favorite books, and a single winner-book was selected for each grade.

The best book for each grade, together with its related projects, were then displayed at a central location where all interested people, and especially the children, could conveniently visit this Delaware County Children's Literary Exhibit.

The subjective consensus by all involved in these continuing County-Wide Literary Fairs is that they are much fun; that peer reading-recommendations are weightier than those of teachers and librarians; that more reading is done during the Fair and afterwards; and that language, reading, and many related skills are stimulated and improved.

The Hartford County Board of Education, Bel Air, Md., at a date unspecified instituted a program to motivate individualized reading activities by 3,854 elementary and secondary students, a large number of which reads below grade level.¹

An ESEA Title II grant of \$59,072 provided printed

¹Office of Education (DHEW), Washington, D.C., Report to DHEW, Title II Reading Projects Reveal Wide Program Range. ESEA Title II and The Right to Read, Notable Reading Projects No. 10 (Washington, D.C.: Office of Education [DHEW], September, 1972).

and audiovisual materials.

The program made available relevant materials and a school environment designed to promote reading for pleasure; and to improve visual perception, inferential ability, and comprehension.

The program was adjudged successful by analysis of reading scores, teacher observations, and increased use of materials.

F. Junior High School

Lawrence Goldner¹ noted that although compensatory education programs overwhelmingly fail, the few which are considered successes have the following characteristics:

- a. Individualized instruction.
- b. Each student's strengths and weaknesses diagnosed.
- c. Instruction within small groups.
- d. Teaching techniques and materials diversified.

Goldner, accordingly, approximately in 1971 set up his own Ed.D. project in an unspecified intermediate school in Queens, New York. He provided:

- a. Disadvantaged students about 54 hours of small group, individualized remediation in language arts or arithmetic.
- b. Teachers trained and experienced in remediation.
- c. Appropriate new materials.

¹Lawrence Goldner, "Don't Give Up on Compensatory Education: Just Make it More Relevant to Individual Needs," Urban Education, VII (October, 1973), 311-31.

- d. Valid, reliable-measuring instruments. (Only one series of pretests is mentioned by name: Iowa Tests of Basic Skills.)

Goldner set up two experimental groups of four eighth-grade classes: one group received compensatory language arts instruction; the other, compensatory arithmetic instruction. One control group received regular foreign-language instruction in lieu of any type of remedial work.

The eight experimental classes were divided so that fifteen pupils would populate each room for three one-hour periods per week.

The results were:

- a. In subject matter most stressed--reading comprehension, vocabulary, and graph interpretation--the experimental groups made significant gains in comparison with "certain"¹ control classes.
- b. In subject matter "less"¹ stressed--language skills, computation, problem solving--there were only "trends"¹ favoring the experimental groups.

Goldner's zeal and hope, unfortunately, entrap him into strongly implying that his project was an unqualified--even great--success; and that his one-term experiment, at best showing only moderate temporary gains, would produce a permanent benefit. That Goldner would make the latter mistake is all the more incomprehensible in view of his earlier

¹Ibid., p. 321.

quoting such authorities as Edmund Gordon and Albert Shanker, who contended that compensatory long-term gains are questionable¹--"ineffective."²

Robert L. Schreiner describes his 1971 program in an unspecified school wherein he attempted to determine whether seventh grade students, all reading on or above level 7.0 as demonstrated by Form 1M, Level D Gates-MacGinitie Reading Test, would profit in additional reading proficiency by verbalizing--thinking through aloud--how they answered specific comprehension questions put to the students orally by a teacher.³

Sixty-one total pupils were involved: fifty-one were assigned to eight treatment-groups, and ten pupils were assigned to one control group.

Each experimental subject met with an examiner, listened to audio tapes, and was instructed and given practice in how to think aloud when responding to comprehension questions.

Program results indicated:

- a. Increased speed, accuracy, and vocabulary for the experimental reading groups.
- b. Several practice sessions in verbalizing are

¹Ibid., p. 311. ²Ibid., p. 312.

³Robert L. Schreiner, "Verbal Coding as an Instructional Strategy in Improving Pupil Performance on Standardized Measures of Reading Comprehension" (unpublished research, University of Minnesota, 1973).

required to improve reading comprehension.

- c. Teachers must reinforce absorption of learning with reassuring comments.
- d. Benefits of verbalizing apply only to students already reading at or above grade level: "The results would not appear appropriate for pupils who demonstrate decoding difficulties."¹

Daniel Fader in 1965 determined to discover whether public junior high school lower-socioeconomic black students' speaking, reading, and writing skills could be improved.²

Fader's experiment was called "English in Every Classroom": a program with which he was previously successful in a penal institution called Maxey Boys Training School in Whitmore Lake, Michigan--and which he transposed to Garnet-Patterson Junior High School in Washington, D.C. The program consisted of substituting newspapers, magazines, and paper-bound books for regular English textbooks.

Various measures of verbal ability showed that students made twice their previous average gains; and that student attitude toward language and reading skills became more positive.

The Indiana Public School System in 1970 established

¹Ibid., p. 16.

²Daniel Fader, The Naked Children (New York: The Macmillan Company, 1971).

the Englishton Park Academic Remediation and Training Center in Lexington, Indiana.¹

This summer Center was formerly a private estate and has full living-away-from-home facilities for volunteer children aged six to fourteen who are academically retarded and disruptive.

Twenty-four campers are accommodated simultaneously in groups of six children each for ten-day intensive sessions. About 100 campers complete the program each summer at a daily cost of \$25.00 for each child. This cost is exclusive of capital expense.

Emphasis is put on academic remediation and behavior modification; and in proving "that learning can be fun."²

Questionnaires filled out by students, parental responses to social workers who personally visit homes after children return to school, and pre- and post-testing of students prove the program to be a success.

Since it was discovered that teachers and parents are the principal sources of strength in this program, greater efforts are expended by Center administrators to train, gain the understanding of, and involve teachers and parents.

G. Junior High School Through Senior High School

The South Carolina Region 5 Educational Services

¹Harve E. Rawson, "Academic Remediation and Behavior Modification in a Summer-School Camp," The Elementary School Journal, LXXIV (October, 1973).

²Ibid., p. 39.

Center, Lancaster, South Carolina, explained its 1970-1973 Title III program to aid low-achieving disadvantaged students, grades 7-12, mostly black, "who were two or more grades behind in standard-English speaking, reading, and writing: and who manifested extraordinary unruliness and disruptiveness."¹

Each English class was held to a maximum student-population of twenty-five per individual teacher. The sub-skills to be improved were: reading, literary appreciation, writing, language, listening, mass media use, and interpretation.

Audio-visual equipment was used: tape recorders, record players, overhead projectors, and film projectors.

Pupil involvement and instructional-material-variety were totally encouraged: as were also class cooperation, including discussion; individual projects; group and individual instruction; dramatics; books, magazines; movies; television; and games.

Teachers were obligated to:

- a. Take a two-week summer preparatory course.
- b. Recognize and thwart the failure syndrome from settling within students.
- c. Inspire students to improve.
- d. Diagnose disabilities and strengths.
- e. Design meaningful English curriculums.

¹South Carolina Region 5 Educational Services Center, Report of the Center, A Clockword English: Suggestions for Teaching English to Disadvantaged, Low Achieving Students (Lancaster, S.C.: South Carolina Region 5 Educational Services Center, 1973).

- f. Use varietal methods and materials.
- g. Respect different cultures, ideas, abilities, and needs.

Evaluation of project-effectiveness was as follows:

- a. Teachers used "standardized test instruments"¹ to measure language, listening, and reading.
- b. Student interest and attitude pertaining to methods and materials were assessed through questionnaires and checklists.
- c. Students were marked on individual performance--not competitively.
- d. Student self-evaluation.

Teachers in the program admitted their inability to be completely objective in grading English students--especially the disadvantaged--because of the natures of students, objectives, methodologies, materials, interpretations, and teacher-student personality-interplays. The project was, however, generally acknowledged to be successful by teachers and students.

H. Senior High School

Jean Siebenman et al. detailed a program established 1972-1973 at West High School, Phoenix Union High School District, Phoenix, Arizona, said program designed to:

- a. Measure whether 9th graders improve more in reading skills by taking a remedial reading

¹Ibid., p. 98.

course with an experienced reading teacher, compared with 9th graders who attend regular English classes.

- b. Measure whether improved skills in reading would carry over to other subject areas.¹

Approximately two hundred students in eight reading classes comprised the experimental group: the students in regular English classes composed the control group.

One half of the experimental students received reading instruction, and the other half received regular English instruction, during the first term of the school year: instruction was reversed for each of the two groups during the second term of the school year.

Evaluation of the experiment was initially by Davis Reading Test to establish reading levels and homogeneous class-placing of students; and by end-semester teacher-grades of estimated student-accomplishment. Since the grades necessarily were influenced by teacher-student personality interplays, such measurement is too subjective to be convincingly trend-indicative.

The findings generally, however, were that no significant differences attach to either method of teaching reading--special reading classes or regular English classes; and that there were "no significant differences in the over-all

¹Jeanne Sieberman, Jeanne Woodward, and Stanley R. Wurster, The Contribution of Reading Instruction to Success in the Content Areas in the Secondary School (Phoenix, Arizona: By the Authors, 1973).

grade averages of those in reading classes"¹ as opposed to those in regular English classes.

Stanley J. Zehm described his ongoing program in secondary English with "slow learning" children in a school left unidentified. Zehm did not clearly indicate whether his slow learners were disadvantaged or nondisadvantaged.²

Zehm claimed that the problem with slow learners is not stupidity, but boredom; and that students require work geared to their strengths, not weaknesses.

Before Zehm discovered his present effective educational route, he was considered by his principals to be an outstanding disciplinarian and constructor of teacher-planned, structured English-studies in quiet classes; and he was invited to serve on "committees to develop an English curriculum for slow learners in our district."³

But "after three years of uninspiring, counterproductive instruction in English language arts,"³ Zehm changed tactics: he permitted his classroom to become a noisy marketplace of student ideas, discussions, and educational games and projects--with excellent results!

¹Ibid., p. 22.

²Stanley J. Zehm, "Corrected Vision of Slow Learners' Language Abilities," in Re-Vision: Classroom Practices in Teaching English 1974-1975. Twelfth Report of the Committee on Classroom Practices, ed. by Allen Berger and Blanche Hope Smith, Report to the National Council of Teachers of English, Urbana, Ill., 1974 (Urbana, Ill.: National Council of Teachers of English, 1974).

³Ibid., p. 43.

Students are now permitted to discuss, read, and write about matters vital to youth; create and romp through riddles; plot, write, act in, and produce their own class movies; improve their reading by consulting "how to" books concerned with their own interests and activities; and have fun while learning: and Zehm professes, but without supportive objective data, that his students now prosper where previously they failed in standard-language acquisition.

Zehm told his story simply, sincerely, and anecdotally: his revelations, unfortunately, are all too commonplace...but his antidotes seem practical; workable; and less strained and more enjoyable for teacher and students alike.

Morton L. Fuhr detailed an experiment in remedial reading at a New York City high school and date both left unspecified.¹

A group of sixty-four sophomores, thirty-two males and thirty-two females, who were two or more years retarded in reading, were randomly selected to participate in typing courses which met five times weekly for twenty consecutive weeks.

This experiment disclosed that teaching typewriting techniques to high school students can result in greater reading improvement than when remedial reading is taught by high school English teachers.

Some implications of this study are:

¹Morton L. Fuhr, "The Typewriter and Retarded Readers," Journal of Reading, XVI (October, 1972).

- a. Typing instruction is devoid of the reading-retardation stigma-surrender syndrome.
- b. Typing can subtly tantalize, coax, challenge, and teach: "Whoever thinks of typing as teaching initial reading skills?"¹
- c. Possibly all students should be taught typing skills by typing teachers for reading-reinforcement; and that typing textbooks should simultaneously teach initial typing and reading skills.
- d. All teachers, regardless of subjects taught, must teach reading and remedial reading based upon area of specialization.

I. Youth Through Adulthood

Anne M. Mear-Crine generally described her program to further literacy among Canadian-Indian youth and adults:²

- a. Teach native language and culture first.
- b. Concurrently teach oral skills in English.
- c. After proficiency is acquired in native language-culture and in spoken English, teach students to read and write in English.
- d. When literacy is mastered in both the mother

¹Ibid., p. 32.

²Anne M. Mear-Crine, "Bilingual Literacy," in Re-Vision: Classroom Practices in Teaching English 1974-1975. Twelfth Report of the Committee on Classroom Practices, ed. by Allen Berger and Blanche Hope Smith, Report to the National Council of Teachers of English, Urbana, Ill., 1974 (Urbana, Ill.: National Council of Teachers of English, 1974).

tongue and in English, emphasize either language as a learning medium.

Although this bilingual education program is costly in time, effort, and money, its ultimate advantages make this methodology reasonable--even wise--and promise ability to adapt toward the needs of other cultural minorities:

- a. Educational stress is rendered tolerable, and learning is expedited.
- b. Official school recognition of native tongue and culture provides sanction for build-up of self-concept, and for confidence to exert persistent effort toward achievable ambitions.
- c. Increased self-image, bilingual literacy, and materialized socioeconomic success strengthen minority communities, weaken racial tension, and build harmonious integration: all of which combines to bolster the larger central society.

Mear-Crine presents a simple disquisition of what she has experienced to be a resultful program: she presents meager specifics and no supportive data--but her informal explication embraces common sense and merit.

Anthony Manzo described his "Guided Reading Procedures" (GRP) program, which he claims succeeds in improving unaided recall and accuracy in comprehension for a variety of reading students: elementary grades through college;

disadvantaged, through average, to superior.¹

Additional higher implants are claimed for his Guided Reading Procedures: recognition of implicit questions; self-correction; and organization.

The GRP program is described as a simple individual or group procedure:

- a. Students are asked to remember all that they can about a given selection which is to be read to them, or which they are to read themselves.
- b. Students then listen to, or themselves read, the selection.
- c. After reading-completion, students recall facts which the teacher records on the chalkboard.
- d. Students discuss and correct incomplete and wrong fact-recall.
- e. Students re-read passage; organize remembrances into an outline.

Tests are given immediately after reading; short-term: 24-48 hours later; and long-term: 2 or more weeks later, to determine not only information-recall, but ability to resurrect discussional insights and inferences...and to follow through with abstraction and application.

Anthony Manzo's program appears to be viable: but Manzo fails to support any of his procedures with citations

¹Anthony V. Manzo, "The Guided Reading Procedures: A Strategy for Improving Unaided Recall and for Advancing an Attitude of Comprehension Accuracy" (paper presented at the Annual Conference on Secondary Reading of the University of Virginia, March 2, 1972).

of actual experiments and their derivative data.

In summary, a review of practices and programs aimed at reducing language and reading deficiencies--especially among disadvantaged youth--reveals that it is essential to know the normal to deal with the abnormal; and offers and encourages myriad approaches toward remediation--but guarantees no single method which will work with a given student... particularly all students at all times...!¹

¹Palmer, "The Rip-Off in Reading," p. 42; Woodfin, "Whatever Happened to Reading?", p. 622.

CHAPTER III

A DECADE OF EFFORTS BY GOVERNMENTAL AGENCIES TO ASSIST SCHOOLS

Governmental efforts: federal, state, and local--abetted by private strivings--to aid the American educational colussus, especially since 1965, have been innumerable and gargantuan in planning, execution, and expense...but these efforts also have been, unfortunately, overwhelmingly pygmied and castrated--and all-too-frequently criminally negligent and knavish--in producing results, most pointedly among disadvantaged youth for whom most special straining and hope were devised.

The unprecedented concentrated heave to higher the language and reading scores of disadvantaged youth remains the most remarkable and notable of this rush-crush of weaknesses, failures, and downright frauds.

A. Federal Efforts

Lee C. Deighton provides an excellent introductory picture of the Federal Government's efforts to assist

education at all levels:¹

Federal support to education began with the Northwest Ordinance in 1785 and has grown steadily and stupendously-- but not always wisely and successfully.

Federal funds support two main categories of education:

a. Federal educational agencies, among which are:

Military, Naval, and Air Force Academies, school systems operated for Department of Defense personnel in many foreign nations; education for war veterans, and if deceased, their survivors; education covered by the Social Security Act for disabled or retired persons; and direct support of institutions such as Gallaudet College, the National Institute for the Deaf, and Howard University.

b. Non-Federally controlled institutions and persons:

state and local governments; college and universities for research and development; school lunch programs; facilities; student aid; and professional training of educators. Programs cover a wide spectrum: prenatal care through a complete range of grades from preschool through postdoctoral. States and municipalities present plans which, if they meet federal guidelines and approval, are financed.

¹Lee C. Deighton, "Federal Educational Activities: Overview," The Encyclopedia of Education, 1971 ed., III, 510-522.

It was conservatively estimated that the 1967 fiscal year total federal educational expenditure far exceeded twelve billion dollars: much additional funding was indeterminable; was inseparable from other expenditures; and was not includable, such as expenditures by the armed forces. Problems of a related nature confront an estimator of educational expenditures for non-direct federal institutions.

Recently-adopted forms of revenue sharing endeavor to shift governmental decisionmaking from federal to state and local responsibility. The Revenue Sharing Act was signed into law October 20, 1972, authorizing a federal expenditure of \$30 billion to states and localities for the five years of 1972 to 1976. This act prohibits discrimination on the bases of race, color, national origin, and sex.¹ Federal funding of education for fiscal 1976 alone (HR 5901) amounted to \$7.5 billion--a "7.8 per cent share of the nation's education costs."²

"The equalization of educational opportunity was an underlying purpose for which Congress passed the Elementary and Secondary Education Act (ESEA) into law in April, 1965."³

¹U.S. Commission on Civil Rights, Making Civil Rights Sense Out of Revenue Sharing Dollars. U.S. Commission on Civil Rights Clearinghouse Report 50 (Washington, D.C.: U.S. Commission on Civil Rights, 1975), p. 84.

²"NEA Teachers Overpower Ford Veto," NEA Reporter, October, 1975, pp. 1-2.

³Jim C. Fortune and Thomas E. Hutchinson, "The Contrast Between Title I and Non-Title I Schools" (paper presented at the Annual Meeting of the American Psychological Association, Honolulu, Hawaii, December, 1972), p. 1.

Public schools in poor districts were enabled to mount special and compensatory efforts to help disadvantaged, low-achieving students.¹ ESEA in November of 1966 was amended by Congress to include benefits under Title I for educationally disadvantaged children who reside in institutions for the neglected or delinquent.²

ESEA Title I correctly emphasizes that "in order to learn, children must have a positive image of themselves through successful patterns of learning experiences and exposures, and they must have the necessary basic skills in communication, socialization, reading, speaking, writing, and mathematics."³ "Title I projects . . . create favorable learning environments . . . reverse some of the historic trends toward drastic pupil underachievement . . . [and] parental participation and positive community attitudes have increased dramatically."⁴

¹Jim C. Fortune and Thomas E. Hutchinson, "The Contrast Between Title I and Non-Title I Schools" (paper presented at the Annual Meeting of the American Psychological Association, Honolulu, Hawaii, December, 1972), p. 1.

²National Center for Educational Statistics (DHEW/OE), Washington, D.C., Neglected or Delinquent Children Living in State Operated or Supported Institutions. Fiscal Year 1971 (Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1974), p. 1.

³National Advisory Council on the Education of Disadvantaged Children, Washington, D.C., Report of the Council, Title I: Expanding Educational Growth (Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1974), p. 6.

⁴Stephen H. Davidoff, Preface, in Evaluation of Title I ESEA Projects, 1973-1974: Technical Reports. Report No. 7523 (Philadelphia, Pa.: Office of Research and Evaluation, Philadelphia School District, 1974), p. iii, Preface.

About 88 per cent of Title I funds in 1972-73 went toward high-priority goals--a good record, yet capable of improvement.¹ "The first five years [1965-1970] of Title I federal evaluation appeared to lack consistent goals, comprehensive coverage, and a sufficient commitment of effort."² "The administration of Title I throughout the past eight years has been replete with incidents of non-compliance and non-enforcement."³

Title III of ESEA was amended in 1969 to include guidance, counseling, and testing, which similarly was included under Title V-A of the National Defense Education Act of 1958. No higher counselor function than career guidance is achievable, for "our work still takes more of our waking hours and energy than anything else we do, and it will continue to do so for the great majority of Americans in the foreseeable future, if not for all time."⁴

The Bilingual Education Act--Title VII Amendment of ESEA--became effective in 1968. Congressional appropriation for this act in 1973 reached \$35 million--"roughly one-fourth

¹Office of Education, Washington, D.C., Review of Progress in Selected States in Meeting Special Education Needs. Title I of the Elementary and Secondary Education Act of 1965 (Washington, D.C.: Office of Education [DHEW], 1973), p. 2

²Kathryn A. Hecht, "Title I Federal Evaluation: The First Five Years," Teachers College Record, LXXV (September, 1973), 76.

³R. Stephen Browning and Jack Costello, Jr., "TITLE I: More of the Same?", Inequality in Education, XVII (June, 1974), 26.

⁴Dallas H. Smith, "Title III in Guidance and Counseling," The Title III Quarterly, I (Winter, 1973), 4.

of the total funding authorized during that period." Among children aided are Spanish-speaking, Eskimo and American Indian, Portuguese, and Chinese.¹

The Emergency School Aid Act (ESAA)--Title VII of the Education Amendments of 1972--was passed by the 92nd Congress and signed into law on June 23, 1972. The bill provides financial backing to eliminate minority-group segregation and discrimination among faculties and students in elementary and secondary schools; and to overcome the educational disadvantage of minority-group students.²

Sex discrimination in all federally assisted education programs is forbidden by Title IX of the Education Amendments of 1972.³

The Education Amendments of 1974 (Public Law 93-380) is an umbrella act which benefits virtually every facet of American schooling. This legislation authorizes an expenditure of \$28 billion during the next four years.

The major features of this law are the following extensions: Emergency School Aid Act through fiscal year

¹Margaret S. Gordy, "The Massachusetts Story," Today's Education, LXIV (January-February, 1975), 81.

²Office of Education (DHEW), Washington, D.C., Federal Assistance to Desegregating School Districts. Emergency School Aid Act, Title VII, Public Law 92-318, as Amended by Public Law 93-380. A Report on Activities, April 1974-September 1974 (Washington, D.C.: Office of Education [DHEW], 1974), pp. 1-96; Dan G. Ozenne, et al., Achievement Test Restandardization: Emergency School Aid Act (ESAA) National Evaluation (Washington, D.C.: Office of Education [DHEW], 1974), p. vi.

³Margaret C. Dunkle and Bernice Sandler, "Sex Discrimination Against Students: Implications of Title IX of the Education Amendments of 1972," Inequality in Education, XVIII (October, 1974), 12.

1976; Education of the Handicapped Act through FY 1977; Elementary and Secondary Education Act, the Impact Aid laws, and the Indian Education Act through 1978.

The Elementary and Secondary Education Act (ESEA) of 1965 was extended, amended, and enacted into law August 21, 1974. Public Law 93-380 is divided into eight Titles:

- a. Amendments to the Elementary and Secondary Education Act of 1965.
- b. Equal Education Opportunities and the Transportation of Students.
- c. Federal Impact Aid Programs.
- d. Consolidation of Certain Educational Programs.
- e. Educational Administration.
- f. Extension and Revision of Related Elementary and Secondary Education Programs.
- g. National Reading Improvement Program.
- h. Miscellaneous Provisions:
 1. Policy Statements and White House Conference on Education.
 2. Educational Studies and Surveys.
 3. Amendments to the Higher Education Act of 1965.
 4. Other Miscellaneous Provisions: Includes Library Services and Construction Act; Vocational Education Act of 1963 relating to bilingual education and vocational training;

¹Albert L. Alford, "The Education Amendments of 1974," American Education, II (January-February, 1975), 6.

assistance to states for state equalization plans; considering Puerto Rico as a state; avoidance of sex discrimination; extension of advisory councils; and separability.¹

Noteworthy federal assistance also was forthcoming as follows:

Right to Read

The United States Office of Education in 1974 funded a \$14.1 million dollar Right to Read program which was intended to help the twenty-six million American youth and adults who are functionally illiterate, or who experience severe reading difficulties. This program has since been extended. The Right to Read funds are in addition to the \$500 million yearly being spent on other reading or reading-related efforts.

Chief objectives of Right to Read is to train teachers; develop new materials and methodologies; and encourage and coordinate participation by Federal, State, and local governments, public and private enterprises, and individuals.²

¹U.S. Congress, An Act to Extend and Amend the Elementary and Secondary Education Act of 1965, and the Other Purposes. Public Law 93-380, 93rd Congress, H.R. 69, August 21, 1974: "Education Amendments of 1974" (Washington, D.C.: U.S. Congress, 1974), pp. 1-131; see also Joel S. Berke, et al., "Federal Aid to Education: Who Benefits?", in Federal Aid to Education, ed. by Joel S. Berke and Michael Kirst (Lexington, Mass.: Lexington Books, D. C. Heath and Company, 1972), pp. 6-7.

²Marie Robinson, "Federal Funds: Right to Read," American Education, X (November, 1974), 40.

Career Education

Comprehensive Career Education projects sponsored by the U.S. Office of Education serve K-12 students (48.4% funding), and 2-year postsecondary institutions and 4-year colleges and universities (44.1% funding). Infinitesimal to no funds are allocated for pre-K, adult, and continuing education.¹

Section 406 of the Education Amendments of 1974 was the first congressional endorsement of Career Education:² "The result should be complete integration of career education concepts into the total fabric of all American education."³

Occupational Resource Centers in and out of the public school system and staffed by professionals and paraprofessionals are growing in popularity, number, and use.⁴

The Comprehensive Employment Training Act of 1973 (CETA) is under the national aegis of the U.S. Department of Labor and provides that economically disadvantaged unemployed

¹Office of Career Education (DHEW/OE), Washington, D.C., Career Education: Programs and Progress; A Report on U.S. Office of Education Activities in Career Education in Fiscal Year 1973 (Washington, D.C.: Office of Career Education [DHEW/OE], 1974), pp. 7-8.

²Terrel H. Bell, "An Introduction to Career Education: A USOE Policy Paper," in An Introduction to Career Education: A Policy Paper of the Office of Education [DHEW], ed. by Kenneth B. Hoyt (Washington, D.C.: Office of Education [DHEW], 1974), p. 1.

³Kenneth B. Hoyt, An Introduction to Career Education: A Policy Paper of the Office of Education (DHEW) (Washington, D.C.: Office of Education [DHEW], 1974), p. 21.

⁴Arthur L. Leland, et al., Paraprofessionals in Occupational Resource Centers (Washington, D.C.: Bureau of Elementary and Secondary Education [DHEW/OE], 1974), pp. 1-101.

and underemployed persons may secure education, special training, and ancillary services which will enable these persons to become economically self-sufficient¹ through increased, superior motivation.²

Library Services and Construction

The Library Services and Construction Act (LSCA) of June 30, 1972, provided federal funding under Titles I, II, and IV to deliver public library services to the disadvantaged, handicapped, and institutionalized.³ Projects under LSCA have, unfortunately, thus far shown only limited success because of inadequate administrative control and data; and general personnel ignorance of, and non-compliance with, LSCA objectives and operations.⁴

Recruitment and Training of Professionals

The Education Professions Development Act of June 29, 1967 coordinated the many legislative authorities concerned

¹National Association of Counties, Washington, D.C. Research Foundation, Everything You Ever Wanted to Know About Manpower (Washington, D.C.: Manpower Administration, Department of Labor [DOL], 1973), p. 2.

²U.S. General Accounting Office, Opportunity to Increase Effectiveness of JOBS-Type Programs to be Funded Under CETA (Washington, D.C.: U.S. General Accounting Office, 1974), p. 1.

³D. V. Black, et al., Evaluation of LSCA Services to Special Target Groups: Final Report (Washington, D.C.: Bureau of Libraries and Educational Technology [DHEW/DE], 1973), p. I - 1.

⁴Ibid., p. V-16.

with teacher recruitment and with teacher and educational staff training.¹

Improvement of Academic Instruction

The National Defense Education Act (NDEA), Title III, enacted 1958, provides states with up to 50% matching federal monies to improve academic instruction in elementary and secondary schools. Funds may be spent for equipment, materials, minor remodeling; and for services extended by state departments of education.² Unfortunately, however, the program is so organized and administered that no valid evaluation is possible in the most fundamental, crucial, and telling area: "the impact of the program using student performance data."³

Education and Rehabilitation of Handicapped Children

Although approximately seven million American children suffer from some type of mental or physical handicaps, less than fifty per cent of these youngsters of school age are furnished the education they require: in some states the proportion is less than fifteen per cent.

¹National Advisory Council on Education Professions Development, Washington, D.C., Staffing the Learning Society: Recommendations for Federal Legislation. A Report to the President and the Congress (Washington, D.C.: National Advisory Council on Education Professions Development, 1975), p. 1.

²Office of Education (DHEW), Washington, D.C., Strengthening Instruction in Academic Subjects. Title III National Defense Education Act as Mended, Annual Report, Fiscal Year 1971 (Washington, D.C.: Office of Education [DHEW], 1974), p. 1.

³Ibid., p. 18.

The Bureau of Education for the Handicapped (BEH) within the United States Office of Education was established in 1967 to reach out equitably to all handicapped youth: the annual investment is \$500 million, which is distributed to the states. Governments on all levels are now attempting to identify and remedy inequities in the administration of the Education of the Handicapped Act (Public Law 91-230) and by special provisions in the Elementary and Secondary Education Act of 1963.¹ The Social and Rehabilitation Service of the Rehabilitation Services Administration (DHEW), Washington, D.C., also finances programs to rehabilitate mentally and physically handicapped children and adults.²

A long forward step was taken by the federal government in December, 1975, with the passage of the Education for All Handicapped Children Act, which established an annual ceiling of \$3.1 billion by 1982.³

Protection of Juvenile Rights

The Juvenile Justice and Delinquency Prevention Act of 1974 joined the Office of Civil Rights in the DHEW and the Justice Department in preventing "Pushouts"--disproportionate,

¹"AID for Education of the Handicapped," American Education, X (July, 1974), 29-30; see also Marechal-Neil E. Young, "The Need and Title III," The Title III Quarterly, I (January, 1972), 4.

²Carol K. Sigelman, ed., Protective Services and Citizen Advocacy. Monograph No. 3 (Lubbock, Texas: Texas Tech University, 1974), Foreword.

³New York Teacher, "Ford Signs Bill for Aid to Handicapped Kids," December 14, 1975, p. 5.

excessively-high suspensions and expulsions of minority students, especially blacks, from public schools.

Some alarming statistics for black students follow:

<u>CITY</u>	<u>% BLACK ENROLLMENT</u>	<u>% BLACK SUSPENSION</u>
Mobile	46	64
Indianapolis	41.4	60.3
Pittsburg	42.4	60
Prince Georges County, Md.	28	43
Boston	34.1	47
Dade County, Florida	26	53

The statistics of themselves, however, do not prove the public schools culpable: it may be that minority-student suspensions and expulsions result from legitimate, necessary responsibilities and reactions.

Because of the difficulty in proving that racial or any other type of prejudice entered into considerations of suspensions or expulsions, no "Pushout" plaintiff has yet appeared in court with the sponsorship of any government agency.¹

Alcohol and Drug Abuse

The Alcohol and Drug Abuse Education Act Amendments

¹Pushouts: New Outcasts from Public School. A [program on National Public Radio, Washington, D.C.] Transcript of "Options on Education," September 9, 1974 (Washington, D.C.: Institute for Educational Leadership, George Washington University, 1974), pp. 1-16.

of 1974 allocates at least sixty per cent of its funds to elementary and secondary schools; an additional ten per cent may be used by state education agencies, local schools, and school districts for administration and assistance.¹

Rural Development

The Rural Development Act of 1972 is the first federal commitment for a research-extension effort to surmount rural development hindrances by programs for education, research, credit and varied financial help, and planning.² Despite a slow start and a lack of strong support, this program holds much promise and will doubtless exist long into the future.³

Indian Education

The Indian Education Act of 1972 provides that American Indians, children and adult, will "realize enriched educational opportunities."⁴

The Bureau of Indian Affairs has committed almost a third of its budget and a third of its employees toward the education of Indian youth. The Bureau encourages each local

¹Charlotte Hoffman, "Federal Funds: OE's Drug Education Program," American Education, X (December, 1974), 36.

²Paul J. Jehlik, "Rural Development: Goals, Dynamics, Crises and Recommendations" (paper presented at the Annual Meeting of the Rural Sociological Society, Montreal, Canada, August, 1974), p. 4.

³Ibid., p. 8.

⁴Office of Indian Education, Office of Education (DHEW), Washington, D.C., The Indian Education Act of 1972: Answers to Your Questions (Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1975), p. 1.

Indian community to determine its own educational needs, goals, and routes.¹

The American Indian is determined to be the pilot of his own political and educational fate: toward this end, on May 20 and 21, 1974, hearings were held in the House of Representatives on an Indian Self-Determination and Education Assistance Act. The bills remain pending.²

Student Loans

The federal Guaranteed Student Loan Program, which finances high school graduates through higher education at very low interest rates, is now "on shaky ground" because of avalanching student-defaults.³

Research and Development

The Federal Government's Research and Development

¹Morris Thompson, Self-Determination: First Steps (Washington, D.C.: Bureau of Indian Affairs, Department of the Interior, 1974), p. 5.

²House Committee on Interior and Insular Affairs, U.S. Congress, Indian Self-Determination and Education Assistance Act. Hearings Before the Subcommittee on Indian Affairs of the Committee on Interior and Insular Affairs, House of Representatives, Ninety-Third Congress, Second Session on S. 1017 and Related Bills, Washington, D.C., May 20 and 21, 1974 (Washington, D.C.: House Committee on Interior and Insular Affairs, U.S. Congress, 1974), pp. 1-176.

³Jim Swartz, "Defaults Threaten Student Loans" (From the Kansas City Star), Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, Ninety-Third Congress, Second Session on Examination of the Guaranteed Student Loan Program and the Incidence of Defaults and Interest Rates on Loans Under this Program (Washington, D.C.: Senate Committee on Labor and Public Welfare, U.S. Congress, 1974), p. 149.

Center Program, which includes Regional Laboratories, was established approximately ten years ago and has manifested great impact in the four domains of knowledge:

- a. Production
- b. Distribution
- c. Implementation
- d. Use.¹

This illustrious American example has inspired several foreign countries to institute similar programs encouraging research and development.²

Federal research and development financing, excluding plant, was estimated to rise to \$19.6 billion in fiscal year 1975--but inflation reduced the dollars to a "performance level . . . below that of any year during the 1965-75 decade."³ Starting in 1975, R & D growth will be determined by the exigencies of the energy crisis and military considerations: "Otherwise the general policy is to hold the line."⁴

¹Burkart Holzner, et al., The Impact of the Federal Research and Development Center Program on American Education. A Problem Analysis and Design Paper for a Program of Studies (Washington, D.C.: National Institute of Education [DHEW], 1974), p. 5.

²Ibid., p. 46.

³Division of Science Resources Studies, National Science Foundation, Report of the Foundation, Federal R & D Funding for 1975 Continues to Decline as a Share of the Total Budget. Science Resources Studies Highlights, September 27, 1974 (Washington, D.C.: Division of Science Resources Studies, National Science Foundation, 1974), p. 1.

⁴Ibid., p. 2.

National Institute of Education

The National Institute of Education (DHEW), Washington, D.C., in 1974 published a 369-page volume which lists in abstract form, just for this single organization, the tremendous number and variety of approved and ongoing research projects.¹

The National Institute of Education (NIE) Field Initiated Studies (FIS) program of 1973 offers an excellent overview of the extent and influence a federal effort can have on educational advancement.

\$10 million dollars in research support was allocated; 3,000 proposals by researchers were evaluated; and 200 projects were funded.

The disciplines of the four principle categories of investigators funded were:

- a. Education.....54.1
- b. Psychology.....36.5
- c. Sociology..... 8.8
- d. Minority investigator..... 4.7

Since the NIE experts voiced preference and suggestions for the improvement of various supported proposals, the NIE's qualified impact on final research revelations was

¹Operations Research, Inc., Silver Springs, Md., Educational Research in Progress (Washington, D.C.: Office of Administration, National Institute of Education [DHEW], 1974), pp. 1-369.

major and invaluable.¹

National Science Foundation

The National Science Foundation, an agency of the federal government and established 1950, encourages scientific progress by financing research, improvements in science education, and exchange of scientific information. The NSF limits its activity to funding: the agency itself conducts no research or projects.²

Department of Health, Education, and Welfare

Some projects funded by the Division of Research and Evaluation, Children's Bureau (DHEW), are: Day Care; Early Childhood; Social Policy; Social Ecology; Emergency Services and Child Abuse; Adoption; Youth; Information Dissemination; Television; Advocacy; Single Parent Families; Children's Institutions; Education for Parenthood; Miscellaneous.³

In view of the current teacher surplus in all areas except special education (education of the physically and

¹Kjell R. Knudsen, et al., "Emphasis in Educational Research: A Description of Selective Substantive and Methodological Characteristics of Proposals in the 1973 National Institute of Education (NIE) Field Initiated Studies (FIS) Program" (paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 16, 1974), pp. 1-12.

²National Science Foundation, Washington, D.C., Guide to Programs, National Science Foundation Fiscal Year 1975 (Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1974), p. iii, Introduction.

³Barbara Rosengard, ed., Research Demonstration, and Evaluation Studies: Fiscal Year 1973 (Washington, D.C.: Division of Research and Evaluation, Children's Bureau [DHEW], 1974), p. iv.

mentally handicapped), and vocational education in the secondary schools, the Office of Education within the U.S. Department of Health, Education and Welfare will monitor and coordinate teacher-training and educational needs so that teachers, students, and society will get the most benefit from federally-allocated tax dollars.¹

The U.S. Office of Education and the National Institute of Education are accelerating their efforts "to develop components of comprehensive systems of guidance, counseling, placement, and follow-up services for students and adults."²

Needed Additional Funding

Despite the past federal outlay of huge funds to afford at least a minimum standard of education for all children, numerous inequities still exist among school districts, and problems of learning still abound. There consequently must be no let-up--but rather an acceleration--of federal aid to help states and their localities to achieve better results.³ Senator Thomas F. Eagleton, for example, reminded the nation that it must continue extraordinary measures to improve the reading skills of an alarming number of American deficient:

¹"Supply and Demand Conditions for Teachers and Implications for Federal Programs," Journal of Teacher Education, XXV (Summer, 1974), 210-211.

²David H. Pritchard, "Career Guidance from a Federal Vantage Point," Peabody Journal of Education, LII (October, 1974), 25.

³Terry Herndon, "A National Commitment of Federal Funds," Today's Education, LX (September-October, 1974), 55.

"Ten million elementary and secondary school children . . . 11 million adults . . . are unable to read newspapers, driver's manuals, traffic signs, job applications, merchandise labels, bank credit forms, or even applications for marriage licenses."¹

The possibility was explored of broadening compensatory education to include all elementary school children who are low-achievers, rather than only those who are first of low-income families and then low-achievers. Unfortunately, however, serious--but not insuperable--political, technical, and cost difficulties would reside in the necessary data base. If these problems could be solved, it is estimated that a 25 per cent increase in federal compensatory education funds could include all elementary low-achievers regardless of family economic status, and that no district would be monetarily discriminated against.²

Since the Supplemental Security Income (SSI) program rightfully guarantees a basic minimal annual income to the

¹Senate Committee on Labor and Public Welfare, U.S. Congress, Report to the Committee, National Reading Improvement Act, 1973: Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare, U.S. Senate, 93rd Congress, First Session on S. 2069 to Improve National Reading Skills, S. 1318 to Amend the Elementary and Secondary Education Act of 1965, to Authorize Reading Emphasis Programs to Improve Reading in the Primary Grades, and for Other Purposes, Sept. 18-19, 1973 (Washington, D.C.: Senate Committee on Labor and Public Welfare, U.S. Congress, 1973), p. 27.

²Stanford Research Institute, Educational Policy Research Center, The Use of Performance Criteria to Allocate Compensatory Education Funds (Washington, D.C.: Department of Health, Education, and Welfare, 1974), Part II, pp. 94-95.

aged, the blind, and the disabled, similar consideration for American children must now be forthcoming: "Otherwise, children will soon constitute the majority of the poor, and the number of black poor children will constitute a greater proportion of the poor than ever."¹

Federally-funded day care centers, according to parental preferences, are required to provide children with learning and socialization experiences and skills.²

Evaluation and Recommendations for Educational Aid

Federal aid to education up to now has not attained its promise because such aid was systems, rather than "configurational," in slant so that "Knowledge Production Utilization (KPU)"--another phrase of educational research, development, and utilization--would encompass "the full range of operating educational agencies or institutions in the country . . . and . . . maintain a productive interaction to attain a comprehensive, shared social goal, i.e., improvement oriented change in education."³

Evaluation of The Department of Health, Education,

¹Martha N. Ozawa, "Children's Right to Social Security," Child Welfare, LIII (December, 1974), 630.

²Lawrence E. Knape, A Profile of Federally Supported Day Care in Region X. Volume 3. Final Report (Washington, D.C.: Office of Education [DHEW], 1973), p. 5 11.

³Egon G. Guba and David L. Clark, "The Configurational Perspective: A Challenge to the Systems View of Educational Knowledge Production and Utilization" (paper presented at the Annual Meeting of CEDaR [4th], Washington, D.C. November, 1974), pp. 30-31.

and Welfare; the Internal Revenue Service of the Treasury Dept.; and the Veteran's Administration with reference to effectiveness in preventing discrimination against minorities and women in public and private elementary and secondary schools, institutions of higher education, and programs of on-the-job training that are federally-supported reveals that although these federal agencies have sporadically functioned adequately, educational civil rights have not overall been guaranteed satisfactorily as to sex, pupil transportation, urban school desegregation, faculty selection, and quick action to remedy alleged and actual infractions.¹

"The combined total of newspaper stories, periodical articles, books, project reports, and research evaluations regarding [just] ESEA and its programs numbers in the many thousands"²--and one must learn to recognize and reject error, ignorance, incompetence, and imposture.

A by-no-means isolated example of a tribune borne astray by his own self-interest is Stephen H. Davidoff, who acknowledges "that there are few success stories" with Title I, ESEA: then proceeds to claim success for the Title I programs of the School District of Philadelphia, where

¹Whitney Adams, et al., The Federal Civil Rights Enforcement Effort--1974. Volume 3: To Ensure Equal Educational Opportunity, Report to the United States Commission on Civil Rights, Washington, D.C., January, 1975 (Washington, D.C.: U.S. Commission on Civil Rights, 1975), pp. 355-376.

²David S. Osman, comp., The Elementary and Secondary Education Act of 1965, as Amended: Selected Annotated Bibliography, 1965-1973 (Washington, D.C.: House Committee on Education and Labor, United States Congress, 1973), p. 1, Introduction.

Davidoff himself has "been an active participant in the evaluation of Title I ESEA for five years."¹

What Mr. Davidoff fails to explain is how he--on the Board of Education, School District of Philadelphia, a beneficiary of ESEA funds--can impartially, objectively judge plans and outcomes which he and his employers represent.

To help insure that funding will buy results--not excuses or failure--educators must rely on theoretical and empirical research: knowledge must precede and direct action.²

Benefits accrued through spending exorbitant amounts of federal funds on innovative methods, teaching aids, or exotic school design is infinitesimal."³

"Because major education research disclaims any appreciable gains made through federally supported programs, theoreticians and practitioners alike are forced to reexamine the conceptual, social, and technological aspects of the education process."⁴

The U.S. General Accounting Office, in reporting results of the approximately \$1.8 billion annual Elementary

¹Stephen H. Davidoff, "The Crossroads of Urban Education Title I ESEA," Urban Education, IX (July, 1974), 152-153.

²Inez C. Eddings, Introduction, Innovative Education Practices, Volume 2, National Advisory Council on Supplementary Centers and Services, George Washington University, Washington, D.C. (Washington, D.C.: Bureau of Elementary and Secondary Education [DHEW/OE], 1974), p. 5.

³Malvina W. Liebman, "Busing is Irrelevant: The Need is More Fundamental," Intellect, CI (December, 1972), 162.

⁴Jay D. Scribner and Audrey Clarke, "A Message from the Editors," Education and Urban Society, VI (August, 1974), 379.

and Secondary Education Act Title I program--which allocates 37% of its funds for the reading improvement of disadvantaged children--even, emphatically, reveals adverse effects!... charging that the reading "gap between the achievement level of the educationally deprived children and that of average children of the same age generally increased while the students were in the program."¹

Unfortunately, however, educational matters "reflect the complex political factors which operate in policy and program development," and are thereby often diligently diverted from sacrificed students.²

Federal power can invite favorable results;³ such fueling has largely equalized educational opportunity: but this achievement has not only failed to establish domestic tranquility--matters have grown worse...for although education is linked to the economy, it is not empowered to formulate industrial direction, and it obviously cannot, therefore, of itself effect beneficial societal change. Furthermore, by trying to soothe the sores of society, education has forfeited its quintessential obligation: to protect the integrity of,

¹New York Sunday News, "GAO Downgrades Reading Program," December 28, 1975, p. 8.

²Ruby Takanishi-Knowles, Federal Involvement in Early Childhood Education (1933-1973): The Need for Historical Perspectives (Washington, D.C.: National Institute of Education [DHEW], ERIC, ED 097-969, 1974), pp. 41-42.

³Jan Bone, "Turning on With CAI," American Education, X (November, 1974), 33-37.

and maximally to develop, the mind.¹

B. State Efforts

Each state's legislature, board of education, and local communities must assume individual and cooperative responsibility for educational excellence within the state.

State legislatures not only specify various goals for community education, but must establish effective evaluation of community procedures and results.

State directives, for example, may be to:

- a. Increase the number of schools.
- b. Provide services to a broader segment of the population.
- c. Place services closer to citizen's residences.
- d. Supply new services.
- e. Stimulate innovation.

Credible state evaluation must entail:

- a. Judging community action against statewide commonality--but primarily on the expressed requirements and satisfactions of the community itself.
- b. Judging community education from within the community itself, where reality can be most accurately observed.

¹Martin M. Gold, "The Brief Interlude: Federal Intervention in American Education, 1944-1974" (paper presented at the American Educational Research Association Annual Meeting [59th], Chicago, Illinois, April, 1974), pp. 32-33.

- c. Cooperation by local districts which must provide staff time, money, and facilities.
- d. Adherence to facts within the scope of examination.
- e. Raising state questions, if necessary, for state and community to resolve at a future date.
- f. Evaluations of evaluations.
- g. Communication of results to appropriate audiences to further confidence and to enlist and retain support.¹

Each state board of education must effectively lead its state legislature to benefit state education, for "it is aptly said that the state legislature is actually the chief policy making body for American education."²

Of particular critical import to state boards of education and to state legislatures are:

- a. School financing which will equally benefit all children.
- b. Consolidation and reorganization of school districts to effect economies and efficiencies.
- c. Collective bargaining which will, above all, protect the educational interests of students.

¹Wayne H. Nierman, "The Role of the State Department of Education in Evaluating Community Education," Community Education, V (March-April, 1975), 32.

²T. H. Bell, "The Challenge of Educational Leadership: State Boards and Results Oriented Management" (paper presented at the Annual Meeting of the National Association of State Boards of Education, New York, New York, October, 1974), p. 6.

- d. Complete redress of disregard heretofore heaped on education for over three million handicapped children.¹
- e. Accountability that must be forthcoming from all elements concerned with education, including students: "Our young people need to learn to look first at the end of their own right arm when they look for a helping hand."²

With respect to obligatory, faithful, accurate appraisal of effort, fortune, and end product, New York State Controller Arthur Levitt reported that the State spent \$200 million during a five-year period on special educational programs for New York City poverty-level students, but that accurate assessment of those programs was impossible because "community school boards responsible for evaluation submitted reports based on inadequate statistics, doubtful criteria, and subjective data."³

Although the New York State Education Department was aware of the faulty New York City evaluation designs, the Department never suggested improvements!⁴

The experimental programs included individualized learning, remedial and diagnostic reading, experimental teaching techniques, and the aid of paraprofessionals.⁵

¹Ibid., pp. 1-2. ²Ibid., p. 5.

³Beth Fallon, "Evaluation Effort Fails on 200M Ed. Program," New York Daily News, July 7, 1975, p. 14.

⁴Ibid., p. 14. ⁵Ibid., p. 14.

Revenue raising for education continues problematic; and although property taxation is being heavily condemned as regressive and unevenly applied, "property taxes reduce people's income in proportion to their ownership of wealth. And, since most wealth is owned by people with high incomes, the property tax is really a progressive tax."¹ As for inaccurate, uniformless, unfair valuations of properties by local assessors, ideally assessments should be made by the states themselves, which could function with computer-aid accuracy, impartiality, uniformity, and economy. Further studies must be made, however, of the right mix of school revenue to be raised from property, income, and sales taxes.²

Each state's educational tribunals--legislature, board of education, and local communities--must address their own specific, exceptional responsibilities.

State Legislature's Educational Responsibilities

In all states, "In a legal sense education is a state function in our constitutional arrangements for school government."³

States vary so much in their educational, developmental, and political requirements that it is impossible to establish a standard educational ideal for all states to

¹Paul N. Van De Water, "New Hope for the Property Tax," Compact, IX (February, 1975), 24.

²Ibid., p. 26.

³Charles O. Fitzwater, "Patterns and Trends in State School System Development," Journal of State School Systems Development, I (Spring, 1967), 5.

follow.¹

"The courts have . . . changed the traditional rules for drafting state aid laws. Increasingly, dollars must be tied to results."²

State financing of public schools is evolving as follows:

- a. Fiscal and social justice demands that all children be extended equal benefits.
- b. Varying amounts of money will be spent on each child to accord with individual needs.
- c. Local self-direction will continue.
- d. Pressure will mount for greater school accountability.³

State legislatures annually consider, pass, and reject innumerable bills--from Special Education,⁴ to

¹Roald F. Campbell and Tim L. Mazzone, Jr., eds., State Policy Making for the Public Schools: A Comparative Analysis (Columbus, Ohio: The Educational Governance Project, The Ohio State University, 1974), p. 462.

²David Selden, "Towards Statewide Educational Assessment" (paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April, 1974), p. 3.

³K. Forbis Jordan, "School Finance in Transition," North Central Association Quarterly, XLIX (Fall, 1974), 276.

⁴C. D. Jones, Jr., Special Education in the States: Legislative Progress Report. 1974 Final Report (Washington, D.C.: Bureau of Education for the Handicapped [DHEW/OE], 1974), pp. 1-28.

accountability,¹ to the development and support of public library services.²

State Board of Education's Responsibilities

Most major federal aid to education programs are administered by individual state education agencies, which provide the following for their respective localities:

"planning, fund allocation, administration, and evaluation of programs."³

A state board of education can and must assume progressive, strong leadership in the ordering of educational goals and evaluation;⁴ but the typical state board of education is weak and lax in policy making and in influencing legislatures toward favorable educational treatment.

The main reasons for the many state board's of education virtual abdications are that boards:

¹Phyllis Hawthorne, Legislation by the States: Accountability and Assessment in Education. Revised. Report No. 2. Bulletin No. 3100 (Denver, Colorado: Division for Management and Planning Services, Wisconsin Department of Public Instruction, 1974), p. 3.

²Rodney P. Lane, The Role of the State in the Development of Public Library Services. Commissioned Papers Project, Teachers College, No. 4 (Washington, D.C.: Division of Library Programs, Bureau of Postsecondary Education [DHEW/OE], 1974), pp. 73-76.

³Anthony M. Cresswell, "Intergovernmental Relations in Education," Education and Urban Society, VII (November, 1974), 28 and 34.

⁴Office of Planning, South Carolina State Dept. of Education, A Planning Model for Operationalizing Long-Range Educational Objectives (Columbia, S.C.: Office of Planning, South Carolina State Dept. of Education, 1971), p. 5.

- a. Attempt to be apolitical.
- b. Maintain no visibility--no presence--at legislatures.
- c. Lack ability to mobilize voters' help.
- d. Depend heavily on the chief state school officer.¹

State departments of education must lead in initiating research, planning, innovation, and evaluation; instead, state education agencies function mainly in the traditional, less aggressive way: disseminating school statistics; apportioning state aid to school districts; visiting and advising local school authorities; encouraging citizens to establish and improve educational facilities; and advising state legislatures with respect to school needs.²

A state board of education must further the training, hope, and well-being not only of the normal, but of the severely multiply-handicapped, student:³ and can provide invaluable innovation, such as summer educational television programs to serve three very important functions, as is done for children by the Indianapolis, Indiana State Department

¹Tim L. Mazzoni, Jr., "State Boards Examined and Found Wanting," in Journal of Proceedings [Annual Convention of the National Association of State Boards of Education, October 6-9, 1974], National Association of State Boards of Education (Denver, Colorado: National Association of State Boards of Education, 1974), pp. 20-21.

²Michael J. Bakalis, "The Curious Consistency of State Education Agencies," Compact, VIII (November-December, 1974), pp. 2-3.

³Jean Moore and Vance Engleman, eds., The Severely, Multiply Handicapped: What are the Issues? (Salt Lake City, Utah: Rocky Mountain Regional Resource Center, 1974), p. 9.

of Public Instruction with grants from ESEA Title III:

- a. Provide a program to help students retain academic skills during the summer period.
- b. Involve parents in the academic machinery.
- c. Provide in-service training for teachers.¹

State Local-Communities' Educational Responsibilities

Political leaders in American communities derive their power from, and must satisfactorily serve, their constituencies:² and since all localities historically and socially are differently based, each solon and each district is "somewhat exceptional to any given rule."³

Since local schools, even in the same state, may differ in needs and methodologies, local educational agencies must undertake their own indicated research and not depend solely on findings emanating from federal and state agencies and from colleges and universities.⁴

Local boards of education can accomplish much of

¹Indianapolis, Indiana State Dept. of Public Instruction, Summer Television Project (Washington D.C.: Office of Education [DHEW], 1973), p. 2.

²Herbert Gamberg, The Escape from Power: Politics in the American Community. A Monograph and Selected Bibliography. Exchange Bibliography No. 106 (Monticello, Ill.: Council of Planning Librarians, 1969), p. 51.

³Ibid., p. ii, Foreword.

⁴W. E. Ellis, "Utilization of State-Provided Data for Decision-Making Purposes at the Local District Level" (paper presented at the Annual Meeting of the American Educational Research Association [60th], Washington, D.C., March 31-April 4, 1975), p. 2.

value for children and their parents:¹ but local control of schools may also worsen educational and racial ills, as a 400-page New York State Department of Education study reveals.

The report, entitled The Implementation of School Decentralization and Its Effect on Education, "finds that [in New York City] there is considerable "waste and inefficiency among the 32 local boards, that reading and math scores have not improved, that school crime is on the increase, that the racial balance is still uneven and that many local boards are mired in political corruption."

The report also established that "for the most part . . . the local boards have little or no communication with the mayor's office and the Board of Education and that this contributes significantly to mismanagement of funds and misunderstanding of budgets and even educational elements in their school areas."

In some instances, local school boards have even increased community hostility among discrete groups: "racial and religious conflict has intensified, particularly when jobs and not education are the issue."²

Nathan Goldberg, Principal of CES 42 in the Bronx, New York City, stated that under decentralization (local

¹Theodore R. Drain, Exceptional Children: Policies and Regulations 1974-75 (Raleigh, N.C.: Division for Exceptional Children, North Carolina State Dept. of Public Instructions, 1974), p. 2.

²Keith Moore, "School Decentralizing Gets A's & F's, Mostly F's: Study," New York Daily News, October 22, 1975, p. 40.

control) of schools in that city, "the Council of Supervisors and Administrators has documentation listing the hundreds of unqualified and under-qualified people who are serving as supervisors"; and proof of "some substitute teachers working in district offices on a full time basis."¹

C. Cross-Efforts: Governmental, Private Agency, and Individual Citizen

Happily much mutually-supportive interorganizational educational exertions prevail:

- a. Federal and State
- b. Federal and Local
- c. Federal, State, and Local
- d. State and Local
- e. Governmental and Private.

a. Federal and State

No precise set of federal constitutional regulations exists which governs a state's responsibilities toward education: but if a state carefully analyzes its duties and exerts "that leverage carefully," the state need not fear court or other unreasonable criticism or punishment.²

¹Nathan Goldberg, Letter to the Editor, New York Teacher, December 7, 1975, p. 14.

²J. Harold Flannery, "The Constitution, The States, and Education: Recent Developments," in Journal of Proceedings [Annual Convention of the National Association of State Boards of Education, October 6-9, 1974], National Association of State Boards of Education (Denver, Colorado: National Association of State Boards of Education, 1974), p. 16.

The tremendous diversity of American states can make federal aid to education optimal for one state and inadequate foolishness for another;¹ keeps federal and state policy in constant flux;² and makes it difficult, if not impossible, for Washington so to monitor states as to guarantee that set minimal federal standards will invariably be respected.³

b. Federal and Local

Federal personnel who evaluate federally-funded, but locally-directed, projects generally function fairly and competently: but too often national evaluators drain away time, attention, and energy from community needs, "and overload the resources of local projects at a time when such projects have all they can do to pull themselves together."⁴

Parent involvement is especially vital in compensatory education programs, and the United States Office of Education in October, 1971, issued such a directive in an addendum to

¹Michael W. Kirst, "Future Directions for School Finance Reform" (paper presented at the National Symposium on State School Finance, Washington, D.C., November 26, 1973), p. 2.

²State-Federal Information Clearinghouse for Exceptional Children, Reston, Va., State Profiles (Washington, D.C.: Bureau of Education for the Handicapped [DHEW/OE], 1974), p. 1.

³Rosemary Hollick, et al., A Review of Federal and State Regulations for Day Care Programs and Facilities. Center for Human Services Development Report No. 10 (University Park, Penn.: College of Human Development, The Pennsylvania State University, 1972), p. 4.

⁴Jerome Harste, et al., Some Recommendations to Federal Agency Personnel Regarding the Evaluation of Education. Teacher Education Forum Series. Vol. 2, No. 8 (Washington, D.C.: Bureau of Educational Personnel Development [DHEW/OE], 1974), p. 86.

the Title I regulations.

Parental participation at the local level increases effectiveness of programs under Title I by:

- a. Suggestions and help in formulating and assessing programs and results.
- b. Parental compensation for services, and additional funds remain in targeted areas.
- c. Increased communication and cooperation in Title I eligible communities.¹

c. Federal, State, and Local

1. Funding

Federal aid to education is funneled down to states, which ladle largess to cities and to smaller communities. There is much leeway, within statutory boundaries, for states and their subordinate jurisdictions to use independent, varied judgment in appropriations expenditures.²

Federal, state, local governments, individual schools; and varied nongovernmental individuals, groups, and organizations annually combine to make available innumerable loans, grants, and scholarships to a multitude of needy and deserving

¹Richard S. Zusman, "Parent Involvement in Title I Programs," Integrated Education, XII (September-October, 1974), 19.

²Michael W. Kirst, "Federal Aid to Education: Who Governs?", in Federal Aid to Education, ed. by Joel S. Berke and Michael Kirst (Lexington, Mass.: Lexington Books, D. C. Heath and Company, 1972), pp. 66-67.

students.¹

Federal grants to elementary and secondary education are predicated on the theory that the U.S. Government must help states and localities toward equal and quality education for all children--but that states and localities must themselves assume responsibility for spending the money wisely.² Unfortunately "no comprehensive secondary data sources exist for tracing the movement of federal grants through the state level to ultimate local spending units, because most data sources show revenue by source but expenditures only by functional purpose and not by source."³

The federal government should monitor state "expenditure disparities caused by differences in school district wealth rather than differences caused by free local choices of tax rates of differential funding for disadvantaged pupils."⁴

The projected combined operating-capital cost for local public elementary and secondary schools in 1980 is

¹New York State Education Dept., Handbook on Scholarships and Grants (Albany, N.Y.: New York State Education Dept., 1974), p. 1.

²Attiat F. Ott, "Education," in Public Claims on U.S. Output: Federal Budget Options in the Last Half of the Seventies, American Enterprise Institute for Public Policy Research (Washington, D.C.: American Enterprise Institute, 1973), p. 114.

³Ronald E. Kutschner, et al., Manpower Impact of Federal Government Programs: Selected Grants-in-Aid to State and Local Governments. Report No. 424 (Washington, D.C.: Bureau of Labor Statistics, U.S. Department of Labor, 1973), p. 2.

⁴Kirst, "Future Directions for School Finance Reform," p. 2.

\$78.9 billion, compared with \$37.5 billion in 1970--an estimated 111 per cent increase in the ten-year period of 1970-80. Although future enrollments will stabilize, inflation and necessary reorganization, consolidation, and replacement of existing plant will account for the increased annual expenditures.¹

In order to insure a continued flow of ESEA Title I and other federal funds, it is obligatory on all educators to make sure that expenditures are justified by results.²

A survey to estimate the nation's requirements for future funding under both Title III-A of the National Defense Education Act (NDEA III-A) and Title II of the Elementary and Secondary Education Act (ESEA II) disclosed that authorities responsible in fifty states, five territories, the District of Columbia, and the Bureau of Indian Affairs agreed, in the main, that federal funds can be matched locally, that more federal funding is needed, and that advanced federal aid is extremely beneficial to program effectiveness.³

But the multi-billions of dollars for federal funding of education for the disadvantaged has to date benefited,

¹Elsie M. Watters, The Financial Outlook for State and Local Government to 1980. Research Publication No. 28, (New Series) (New York: Tax Foundation, 1973), pp. 37-38.

²Division of Federal Assistance, Ohio State Dept. of Education, Educational Opportunities through Federal Assistance Programs. Fiscal 1973 (Columbus, Ohio: Division of Federal Assistance, Ohio State Dept. of Education, 1974), p. 10.

³Division of Educational Media, North Carolina State Department of Public Instruction, NDEA III-A and ESEA II Survey Results (Washington, D.C.: Bureau of School Systems [DHEW/OE], 1974), pp. 3-4.

disgracefully, not its rightful designees--school-retarded children--but mostly a multitude of assorted incompetents and downright thieves who have influential friends in Washington; use questionable educational procedures; are delinquent in filing reports and evaluations; vest personal interests into a continually-growing maze of confusion, false-hope, but selfish true-profit; misappropriate funds; misrepresent project goals, procedures, and results; are awarded non-competitive contracts; squander money recklessly at the end of each fiscal year to be eligible for re-financement for the following fiscal year:¹ and all this iniquity is permitted to continue despite incontestable evidence that:

The one variable that showed a consistent relationship to student achievement was family characteristics. It accounted for more variation in achievement than did any other variable; furthermore, black schools and white schools were found to be quite similar.²

Research document after research document, showed that compensatory education had failed.³

Compensatory education, racial integration, community control, and the rest did not prove to be successful in helping poor or minority children.⁴

State and local governments spent over \$6 billion (\$6,716 million) federal General Revenue Sharing dollars from July 1, 1973 to June 30, 1974. The allocations were as follows:

¹Allan C. Ornstein, "The Cost of Federal Funding: Who Benefits?", Education and Urban Society, VI (August, 1974), 469-496.

²Ibid., p. 473. ³Ibid., p. 475. ⁴Ibid., p. 479.

Public Safety	\$0.23
Education	0.21
Public Transportation	0.15
Multi-purpose General Government	0.10
Health	0.07
Environmental Protection	0.07
Recreation	0.05
Social Services for Poor or Aged	0.04
Other Uses	0.04
Financial Administration	0.02
Libraries	0.01
Housing Community Development	0.01
Corrections: Less than	0.01
Economic Development: Less than	0.01
Social Development: Less than	0.01 ¹

Revenue sharing is an excellent monetary-distribution system: but the technique must, to realize its full potential, be better based on accurate federal, state, and local data, and make "equitable distributions to all eligible recipients based on their size, need, and their own efforts to satisfy their needs."²

¹Office of Revenue Sharing, Treasury Dept., Washington, D.C., General Revenue Sharing: Reported Uses 1973-1974. A Tabulation and Analysis of Data from Actual Use Report 4 (Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1975), p. 10.

²Reese C. Wilson and E. Francis Bowditch, Jr., General Revenue Sharing Data Study: Executive Summary. Volume 1 (Washington, D.C.: Office of Revenue Sharing, Department of the Treasury, 1974), p. 42.

General Revenue Sharing thus far has been a failure at federally stimulating states and localities toward "meaningful change" in any area, including that of education.¹

The public appetite and clamor for increased educational spending by federal, state, and local governments proceeds ravenously and gorgingly, devouring not only the regular and remedial courses, but politicking for new and increased efforts in specialized areas such as public library facilities and services;² drug education³ and workshops;⁴ and bilingual-bicultural teaching and learning.⁵

Until recent date, federal⁶ and state⁷ governments,

¹Patricia W. Blair, General Revenue Sharing in American Cities: First Impressions (Washington, D.C.: National Clearing House on Revenue Sharing, 1974), p. 26.

²Governor's Conference on Library and Information Services, Report of the Conference, Libraries are for People! But are the People for Libraries? (Columbus, Ohio: Ohio State Library, 1974), pp. 7-9.

³Ferguson-Florissant School District, Ferguson, Mo., Drug Information and Attitude Development: Interim Evaluation Report, August, 1972 to July 31, 1973 (Washington, D.C.: Bureau of Elementary and Secondary Education [DHEW/OE], 1973), p. 21.

⁴DeSoto Public Schools, Mo., Drug Abuse Prevention Education: Interim Evaluation Report, July 1, 1972 to June 30, 1973 (Washington, D.C.: Bureau of Elementary and Secondary Education [DHEW/OE], 1973), p. 57.

⁵Rudolfo Rodriguez, comp., A Preliminary Study of 5th Year ESEA Title VII Bilingual Bicultural Programs with High Concentrations of Mexican American Students (Washington, D.C.: National Education Association, 1973), p. 14.

⁶Wilma A. Bailey, "Benefiting the Child," American Education, X (December, 1974), 27.

⁷Earl Hoggman, "Milestones on the Road to Parochialism," NASSP Bulletin, LVIII (December, 1974), 96-101.

with legal sanction of the United States Supreme Court,¹ granted liberal aid to non-public schools--even to parochial schools, in defiance of constitutional separation of church and state--in the form of free textbooks, instructional materials, food, busing, etc.: such governmental help to non-public schools was justified on the grounds that children and society--not the private schools--were directly benefited.

Legal challenges, however, appear to be writing "finis" to these allocations of public monies for non-public schools:

In Meek v. Pittinger, decided May 19, 1975, the U.S. Supreme Court declared unconstitutional Pennsylvania's third major attempt to provide substantial public aid to nonpublic schools, most of which are church-related. The Court disallowed direct loans of instructional material (books, periodicals, pamphlets, musical scores, maps, charts, etc.) and equipment (projectors, recorders, etc.) to church-related elementary and secondary schools and the sending of public school personnel into such schools to provide auxiliary services (guidance, counseling and testing, psychological, remedial, therapeutic, and other personnel services . . .

Only one form of aid survived challenge in Meek--the loan of secular textbooks to students in church-related schools. But only because the books are secular. The loan is to students, and any public aid is to students, not to schools. However, a state constitution may prohibit even this aid (Paster v. Tussey), cert. denied by the U.S. Supreme Court, January 13, 1975.²

¹Charles M. Whelan, "'Barrera': Hope for the Children," America, CXXX (June 29, 1974), 514.

²Hugh Wamble, "Supreme Court Acts on Sectarian Aid," Today's Education, LXIV (November-December, 1975), 63.

2. Planning, Organization, Administration, Evaluation

The Federal Government must never dictatorially fund, plan, and manage the educational Goliath: individual states and their localities must be the ultimate gauges and directors of their own learning needs and procedures.¹

When state departments of education establish objectives, local districts may be more effectively guided and deficiencies more readily unearthed, then remedied--where necessary possibly even with new federal and state legislation and funding.²

Federal attempts with money and advice to encourage reform of state education agencies are usually foredoomed because of the:

- a. Complex and difficult-to-understand operations of large organizations.
- b. Conflicting views on responsibility and methodology.
- c. Reluctance of local leaders to relinquish community control.
- d. Impossibility of a federally-distanced central agency correctly to sense the exact fluctuating

¹Virginia Y. Trotter, "The Midas Touch," Journal of Proceedings [Annual Convention of the National Association of State Boards of Education, October 6-9, 1974], National Association of State Boards of Education (Denver, Colorado: National Association of State Boards of Education, 1974), p. 28.

²Division of Research, Planning, and Evaluation, Delaware State Dept. of Public Instruction, Statewide Educational Objectives (Dover, Delaware: Division of Research, Planning, and Evaluation, Delaware State Dept. of Public Instruction, 1975), p. 8.

status of local demands, political forces, and chance occurrences.

Past experience witnessed the fact that unrestricted federal aid to states met with "inflexibility and uncoordinated use."¹

Federal government grants to education not only tend to be naturally sore with central-government educational dictatorship--but with the accompanying running ache and puss of student misdirection and malformation, and with monetary and human waste.

The U.S. Office of Education in its Title I and other funding, for example, mostly insists "on one, and only one, theory of what constitutes reading. That narrowness of focus has been, and continues to be a major reason for the failure of schools to teach some children to read. What schools and reading teachers need, and what is being argued for here, is flexibility, not doctrine."²

Career education for the handicapped furnishes only one of countless instances of how the best intentions may in practice blunderbuss into degeneration and putrefaction.

Career Education is a concept and an actuality that is supported by many governmental agencies, among which are

¹Jerome T. Murphy, "Give a Lot of Unrestricted Money to a Complex Bureaucracy Like a State Education Agency and You Might Just End Up With a Complex Bureaucracy," Compact, VIII (November-December, 1974), 5-6.

²Miles Myers, "Uncle Sam as Reading Puppeteer...and Guess Who the Puppets are... Are Federal Bureaucrats Subverting the Right to Read?", Changing Education, magazine section of American Teacher, January, 1976, p. 1.

the United States Office of Education, the National Institute of Education, state education agencies, Occupational Cluster Curriculum Projects, and local school systems.¹

"Career Education, as it has been conceived, propounded, perceived and developed, holds great promise for meeting economic needs of individuals, human and humane needs of people, and perhaps more importantly, needs of society."²

Part B of the 1968 Amendments to the Vocational Education Act required that ten per cent of each state's grant be earmarked for the exclusive benefit of the handicapped.³ Agreement is almost unanimous "that without the Part B set-aside, there would be very little vocational programming for the handicapped in any state."⁴ But program deficiencies are numerous:

- a. Lack of trained staff.
- b. Reluctance of instructors in regular classes to admit the handicapped.

¹David L. Jesser, Career Education: Alive and Well? Report to the Task Force for Career Education of the Council of Chief State School Officers, Washington, D.C., May 31, 1974 (Washington, D.C.: Council of Chief State School Officers, 1974), pp. 1-6.

²David L. Jesser and E. Niel Carey, Career Education and the State Education Agency (Washington, D.C.: Council of Chief State School Officers, 1974), p. 3.

³John L. Walsh, et al., An Assessment of Vocational Education Programs for the Handicapped Under Part B of the 1968 Amendments to the Vocational Education Act. Final Report (Washington, D.C.: Office of Planning, Budgeting, and Evaluation, Office of Education [DHEW], 1975), p. 2.

⁴Ibid., pp. 228-239.

- c. Data is seriously inadequate on state and local levels.
- d. Clear state and local policy is lacking.
- e. Monitoring and evaluation are poor, inadequate, or non-existent.
- f. Funding is not based on "goals and performance standards."
- g. Many mandated administrative responsibilities are not performed.
- h. Individualized instruction is not provided.
- i. Two-thirds of the training is in nonskills-- training not preparing directly for a craft or trade.
- j. Little provision for on-the-job, or actual work, experience.
- k. The handicapped are sometimes mixed with the disadvantaged.¹

3. Accountability

Accountability pertains, as it always has in American education, not just to teachers, but to everyone affected:

"The board of education, superintendent, administrators, instructional staff personnel, teachers, parents, and students all are accountable to one another and to the general public."²

¹Ibid.

²Roslyn M. Grady, Accountability--A Personal Point of View (Denver, Colorado: Cooperative Accountability Project, Colorado State Department of Education, 1974), pp. 1-2.

An accountability system that works must be funded, but not imposed, by federal and state governments:¹ and educators in all specialties, including teachers of reading, must actively follow local and national educational legislation, lobby for meritorious laws, and support legislators who aid the schools.²

d. State and Local

States currently face pressing responsibilities toward children; for example, how to:

- a. Encourage alternative schooling.
- b. Extract true innovation, rather than conventional practice, from most educational experimentation.
- c. Further cultural pluralism in an age of preponderantly uncultural mass-media.
- d. Defend necessary standards and regulations from increasing critical attack.
- e. Equalize the gained interests of the state with the interests demanded and received by students, parents, and teachers.
- f. Prescribe and administer educational wisdom without trampling the freedom of client individuals

¹Eugene R. Howard, "Accountability: Who Builds the System that Works?" (paper presented at the New York Association for Supervision and Curriculum Development Annual Meeting [24th], New York, New York, April 30, 1974), p. 23.

²Jack Cassidy, "Legislative Activities Involvement: Ten Tips for State Councils," Journal of Reading, XVII (November, 1974), 140-42.

and groups.¹

A state board of education should set at least minimum standards guaranteeing each child equal opportunity for a quality education; and each local school board should then have the options of determining "how far beyond these standards it wishes to go, consistent with the wishes of the people it represents."² A state system of education must provide state leadership--but local autonomy to satisfy individual-community needs.³

State senates, state houses of representatives,⁴ educational state departments, and state associations can work to mutual advantage through effective information transfer, individual and group interaction, and cooperative planning.⁵

¹Donald A. Erickson, et al., Super-Parent: An Analysis of State Educational Controls (Chicago, Ill.: Illinois Advisory Committee on Nonpublic Schools, 1973), pp. 1-46. See also Trenton, N.J. Upper Atlantic Regional Interstate Project, Extended School Year Programs: Sightlines and Guidelines (Washington, D.C.: Division of State Assistance, Bureau of School Systems [DHEW/OE], 1975), p. 7.

²Fred H. Bentley, Understanding Financial Support of Public Schools, 1974-75, Report to the Bureau of Educational Finance Research, New York State Education Dept., Albany, New York, July, 1974 (Albany, N.Y.: Bureau of Educational Finance Research, New York State Education Dept.), p. 1.

³Frank A. Gourley, Jr., "A State System for Technical Education" (paper presented at the Annual Meeting of the American Society for Engineering Education, Rensselaer Polytechnic Institute, Troy, N.Y., June, 1974), pp. 2-3.

⁴David J. LeRoy and C. Edward Wotring, Reaction and Evaluation of "Today in the Legislature" by Legislators, Capitol Press and the Public (Washington, D.C.: Corporation for Public Broadcasting, 1974), pp. 13-14.

⁵David R. Bender, "Together We Can Do It" (paper presented at the Annual Meeting of the American Association of School Librarians, New York, June, 1974), p. 1.

State departments of education cannot enforce strict compliance and accountability: politics on all levels of government within the state, and local insistence on autonomy and self-determination of need frustrate central dicta.¹

e. Governmental and Private

Educational and other social institutions should look not only to governmental support, but to aid from the over 20,000 United States family, business, and corporate foundations with assets in the multi-billions of dollars and who contribute many millions to worthwhile causes annually.²

State governments can profit from the help of academic communities in providing improved planning and services for the statewide society. Much such academic involvement already exists "through applied research, special studies, internships, educational and training programs, and consultative work."³

State boards of education almost quadrupled research and development activities from 1964 to 1973. In fiscal year

¹Robert L. Crowson, "The Politics of Implementing State Grant-in-Aid Laws: The Michigan Compensatory Education Experience" (paper presented at the American Educational Research Association Annual Meeting [60th], Washington, D.C., March 31-April 4, 1975), pp. 20-22.

²W. Harvey Sharron, Jr., Funding Sources for Community Services: The State and Local Community. Resource Paper No. 2 (Washington, D.C.: National Council for Resource Development, 1974), p. 2.

³Gene A. Bramlett, The Academic Community: A Backup Force to State Government. A Summary Report (Atlanta, Georgia: Southern Regional Education Board, 1974), p. 15.

1973 state agencies spent \$273 million on R & D: the federal government's share was about 50%; the states' share was about 48%; and "the balance was provided by nongovernment sources."¹

During a difficult financial period, such as recession, inflation, or both, educational processes obviously suffer from reduced funding: the most that can be realized is a status quo.²

Where governmental budgetary limitations prohibit purchase of mental and physical development equipment and materials, unlimited human ingenuity should be exercised to fashion homemade substitutional devices--frequently more effective and enjoyable for the labor-of-love infused.³

Persons or institutions seeking public or private grants for educational research and application "must be able to justify financial support in terms of would-be

¹Division of Science Resources Studies, National Science Foundation, Report of the Foundation, State Agency R & D Activities Almost Quadrupled from FY 1964 to FY 1973. Science Resources Studies Highlights. September 3, 1974 (Washington, D.C.: Division of Science Resources Studies, National Science Foundation, 1974), p. 1

²Iowa State Board of Regents, Summary of Budget Requests for Fiscal Years 1975-76 and 1976-77. Summary of Biennial Report for the Period Ending June 30, 1974 (Des Moines, Iowa: Iowa State Board of Regents, 1974), pp. 3-4.

³L. Roger Pearson, comp., Homemade Innovative Play Equipment: Guide for Homemade Innovative Play Equipment for Activities in Physical Education and Recreation for Impaired, Disabled and Handicapped Participants (Washington, D.C.: Projects to Advance Creativity in Education, Bureau of Education for the Handicapped [DHEW/OE], n.d.), pp. 2-3.

observable gains."¹

The locus of control and responsibility for leadership in educational change and excellence lies with aware, sympathetic, actioned, and supportive administrators² who must recognize that good education demands "a strong foundation in basic skills": the old reliables of reading, writing, and arithmetic.³

"Low reading-level is perhaps the best indicator of academic disadvantage and is certainly a persisting problem for all schools";⁴ but "the government- and foundation-supported research of the last ten years has made clear that there is no simplistic solution to the reading problem."⁵

Although costly programs of compensatory education have been a failure in that they have not enabled disadvantaged students to equal nondisadvantaged students academically,

¹Harold Harty and Robert Seibel, Helpful Hints for External Funding Proposal Development. Teacher Education Forum Series. Vol. 1, No. 12 (Bloomington, Indiana: School of Education, Indiana University, 1973), p. iii, Introduction.

²Office of Education (DHEW), Report of the Office, Institutional Viability: The Final Report and Recommendations of the Administration and Supervision National Field Task Force on the Improvement and Reform of American Education (Washington, D.C.: National Center for Improvement of Educational Systems [DHEW], 1974), p. 27.

³National Advisory Council on Supplementary Centers and Services, George Washington University, Washington, D.C., Basic Skills: ESEA Title III Projects in the Nation's Schools (Washington, D.C.: Bureau of Elementary and Secondary Education [DHEW/OE], 1974), p. 6.

⁴Fortune and Hutchinson, "The Contrast Between Title I and Non-Title I Schools," p. 6.

⁵Jeanne Chall, "Reading Seems to be Improving," Instructor, LXXXIII (February, 1974), 44.

our country needs more, not less, compensatory education: for without such additional effort, disadvantaged students would falter even worse.¹

Studies are now being made to identify workable compensatory-education designs for emulation by interested schoolpersons.²

It is impossible to link any aspect of educational financing with school accountability simply because we do not yet know what accountability is: "Theoretical inadequacies and disputes within the accountability movement" are rife and at odds.³ We must continuously beware of the mortal presentations of benighted knights in penetrable armor who joust with lances of ignorance: Paul Berman and Milbrey Wallin McLoughlin, for example, assure their readers that the literature of educational change fails to indicate definite causes of failure: whether of "measurement error . . . inherent limitations in production possibilities . . . implementation problems . . . slippage between treatment and goals . . . or . . . premature assessment"--misleading

¹Kenneth R. Conklin, "Why Compensatory Schooling Seems to Make 'No Difference,'" Journal of Education, CLVI (May, 1974), 41.

²G. Kasten Tallmudge, The Development of Project Information Packages for Effective Approaches in Compensatory Education. Final Report. Report No. UR-254 (Washington, D.C.: Office of Planning, Budgeting, and Evaluation, Office of Education [DHEW], 1974), pp. 4-48

³Kirst, "Future Directions for School Finance Reform," p. 10.

contraries which spit into the face of fact.¹

¹Paul Berman and Milbrey Wallin McLoughlin, Federal Programs Supporting Educational Change: A Model of Educational Change. Volume 1 (Washington, D.C.: Office of Education [DHEW], 1974), p. 6.

CHAPTER IV

THE PROBLEM IN PERSPECTIVE: A RATIONALE TO ALLEVIATE LANGUAGE AND READING DISABILITIES

This chapter presents, in support of the timeless war against language and reading ravishment among disadvantaged youth, a distillate of findings in research, experience, and analysis of worthwhile:

1. Concepts
2. Practices
3. Programs

PART I

THE LITERATURE, AND ANALYSIS THEREOF, REVEAL RICH REMEDIES

Language and reading facility is fundamental to human intercommunication and interaction.

"Language develops only in the heart of a collectivity";¹ and "decay of language is decay of man."²

Language enables us "to create a symbolic universe," and to transform and liberate ourselves through expressed intelligence.³

Language reflects and shapes thought and action: language--"a living thing" of incalculable power--must be so used that it will not kill constructivity and civilization.⁴

"Language has also been something of a mystery to man, not unlike the mysteries of creation, the origin of the sun, and the coming of fire."⁵

Symbols are signs forming language; and greater strategy must direct communication toward the community, not just the mass; and toward individualization, not just the individual.⁶

Children require, from birth, superior surroundings

¹Lia Formigari, "Language and Society in the Late Eighteenth Century," The Journal of the History of Ideas, XXXV (April-June, 1974), 282.

²"Decay of Language is Decay of Man," The Center Magazine, VII (March-April), caption on magazine cover.

³Marcia Landy, "Language and Mourning in 'Lycidas,'" American Imago, XXX (Fall, 1973), 312.

⁴Evelyn Jones Rich, "Mind Your Language," Africa Report, (September-October, 1974), 47.

⁵Ronald Wardhaugh, "The Study of Language," in Language and Learning to Read: What Teachers Should Know about Language, ed. by Richard E. Hodges (New York: Houghton Mifflin Company, 1972), p. 12.

⁶Jose Luis Aranguren, "Freedom, Symbols and Communication," The Annals of the American Academy of Political Science, CDXII (March, 1974), 20.

in order to learn from the best models--especially of language; for "students of human behavior generally acknowledge that man's language is his greatest intellectual achievement--his own distinctive, complex, and powerful tool for mastering his environment. Language enables man to order and analyze his environment. Language enables man to order and analyze his experience. By abstracting and organizing elements of his experience, he is able to use reason in problem-solving. Language makes possible the various forms of communication that underlie social life. Finally, language enables man to record, and to transmit through time, his accumulated cultural heritage. It would be difficult to overestimate the importance of language, especially reading, to the educative process in our culture."¹

As this study already has documented, forty per cent of the public school children in the United States experience standard-English language and reading difficulty because of native foreign-language interference;² and about 25 per cent of the population remains handicapped by reading deficit--which flares to a height of 90% in the numerous

¹R. C. Orem, "Language and the Culturally Disadvantaged," in Counseling the Disadvantaged Youth, ed. by William E. Amos and Jean Dresden Grambs (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968).

²John Nist, Handicapped English: The Language of the Socially Disadvantaged (Springfield, Ill.: Charles C. Thomas, Publisher, 1974), p. vii, Preface.

disadvantaged regions!¹

If this scaring and scandalous American language and reading dysfunction raging in most segments of society is to be at least attenuated, if not extinguished, super-muscular effort must knead human life from prenatance, through adolescence, through maturity: "Language, speech, modes of expression, and characteristics of an [adult] analysand's thought processes were seen to bear relation to his social and economic origin";² but although, as Arthur R. Jensen and others have long pointed out, genetic factors do have a strong relationship to a student's ability to learn: the essential task for educators is to determine the environmental stimulations that can be used to engage and develop a student's inherited potential.³

Some studies suggest that a "sick" reader comes from a "sick" family where there is "reduced communication effectiveness that interferes with decision making," and where a child has been taught "how not to learn and the child has

¹Malcolm P. Douglass, "The Development of Teaching Materials for Cultural Pluralism: The Problem of Literacy," in Cultural Pluralism in Education: A Mandate for Change, ed. by Madelon D. Stent, William R. Hazard, and Harry N. Rivlin (New York: Appleton-Century-Crofts, 1973), p. 85.

²Sylvan Keiser, "Sociologic Variables and their Effect on the Language of the Psychoanalytic Patient," Journal of the American Psychoanalytic Association, XXII (April-June), 335.

³Nicholas Anastasiow, "Educational Relevance and Jensen's Conclusions," in Teaching the Language Arts to Culturally Different Children, ed. by William W. Joyce and James A. Banks (Menlo Park, Calif.: Addison-Wesley Publishing Company, 1971), p. 50.

reciprocated by developing the art of being stupid." These studies "indicate that a family-oriented approach to reading problems" is advisable, if not essential.¹ "In a free society the home must always be the primary educator. No school is ever diminished by the improved quality of its community's life."² If a student's home and community does not present a positive view toward schooling, the likelihood is strong that the student will become a dropout.³

Parents, in the home, should teach their very young children speaking, reading, and writing--before teachers ever see the children in school...!⁴ Reading disability prevention starts with children aged two; remediation starts at aged four!⁵

We have to turn from questions of quantity to questions of quality.. Now there are some things that are pretty universally agreed to and one of them is the development of universal early childhood education and the idea that the intellectual development of the human being, more than half of it, takes place between the ages of 2-1/2 and 5-1/2 years of age. If the child has a fairly rich environment during that period of time, it makes a tremendous difference; if the child has a very poor environment during

¹Bruce B. Peck and Thomas W. Stackhouse, "Reading Problems and Family Dynamics," Journal of Learning Disabilities, VI (October, 1973), 510.

²Frank G. Jennings, "For the Record," Teachers College Record, LXXIV (September, 1972), 3.

³Robert H. Meyer, "Let's Curb the Educational Mortality Rate," Business Education Forum, XXVIII (February, 1974), 6.

⁴Felicity Hughes, Reading and Writing Before School (New York: St. Martin's Press, 1971), p. 16.

⁵Jeannette Jansky and Katrina de Hirsch, Preventing Reading Failure: Prediction, Diagnosis, Intervention (New York: Harper & Row, Publishers, 1972), p. 93.

that time, that makes a great difference, too.

There is not any debate on the question of whether that period of life is crucial and important. The only difference is whether the damage that is done during that period can later be overcome. Or whether it cannot be overcome. If it can be, what it would take to overcome it.¹

Preschool programs for disadvantaged children are essential and growing; and must be based on the old proven, as well as innovative, procedures.²

Most Americans, educators and laymen, agree on the ideal of providing day-care and child development centers for preschool children as young as three: but much controversy rages over whether governmental funds should be channeled exclusively to public schools--or whether such funds should be directed, also, to non-public schools...and in what ratios.³

Research confirms the hypothesis that attitudes about one's self and others, both positive and negative, are formed at an early age. Books, one of the major media in our public schools, are believed by children to be absolutes. Research also confirms another hypothesis--that those formed attitudes, whether held by student or teacher, play a direct part in

¹Albert Shanker, "Five-Point Economic Program," New York Teacher, April 13, 1975.

²Bernard Spodek, "Poverty, Education, and the Young Child," in Teaching the Disadvantaged Young Child, ed. by the staff of Young Children (Washington, D.C.: National Association of Young Children, 1966), pp. 84-85.

³Joseph Michalak, "Tug of War: Who'll Get Preschool Children?", The New York Times, January 15, 1975.

academic achievement.¹

Inundating incontrovertible evidence legislates that English-language instruction, and reading competence particularly, continue to monopolize priority in American education. "Language is central to the curriculum."² "Language is sound...is symbol"--but primarily uniform, exact, readily-understood communication;³ and persons must be able to communicate and relate well to others in order to prosper socially and economically: therefore schools must train students in these two "primary educational aims."⁴

No precise formulation exists regarding children's language-acquisition: we have only "partial explanations... in the form of theories": but we do know that some significant factors are "imitation, reinforcement, inheritance," and "the active involvement of the child."⁵

English teachers too frequently permit the "relevant" course--consisting of "sensitivity sessions"--to substitute for "the intellectual and difficult disciplines like the study

¹Jane M. Singh, "Language Education and Ethnic Children's Literature," Elementary English, LII (May, 1975), 721.

²Marta Rado, "Language in the Curriculum," in Renewing Urban Teaching, ed. by L. F. Claydon (Cambridge, London: Cambridge University Press, 1973), p. 74.

³Helen Carney, "Students Make the Scene," The Modern Language Journal, LVII (November, 1973), pp. 335-336.

⁴Michele Moran Zide, "Group Dynamics Techniques," The Personnel and Guidance Journal, LI (May, 1973), 620.

⁵Lester G. Butler, "Language Acquisition of Young Children: Major Theories and Sequences," Elementary English, LI (December, 1974), 1120.

and practice of writing"...thereby creating illiterates who drop out of school, and who are not adequately prepared for a job should they sneak out of school with a diploma.¹

Man's first language was gestural by means of hand and arm signals;² and non-verbal communication lingers as an effective, powerful form of human communication.³

Speech is a status symbol in English-speaking society because it must be used as a tool to effect wholesome relationships.⁴

Since all speakers of English voice some type of dialect, there cannot be, and there is not, a pure Standard English Speech. The criterion of "Standard English Speech" by practice and tradition, then, is "the speech of 'educated speakers' in all its regional varieties."⁵

Out-of-school nonstandard speech by beginning pupils makes it difficult for them to acquire the in-school standard-American norm of language: but instruction must begin swiftly

¹Linda K. Buckman, "English Teaching: Hoax of the Century?", The Clearing House, XLVII (March, 1973), 416.

²Gordon W. Hewes, "Primate Communication and the Gestural Origin of Language," Current Anthropology, XIV (February-April, 1973), 5.

³Ibid., p. 11.

⁴Louise Binder Scott, Developing Communication Skills: A Guide for the Classroom Teacher (New York: McGraw-Hill Book Company, 1971), p. 10.

⁵Frances F. Kleederman, "Black English and Reading Problems: Sociolinguistic Considerations," Reading World, XIV (May, 1975), 258.

and remain persistent if we are to alleviate the problem.¹

"It is not necessary that everyone speak the same in order to learn to read and spell and use the language fluently."² Spelling achievement by pupils, incidentally, is an important yardstick by which teachers and schools are measured by "parents and the general public."³

"I find it interesting that writing did not originate as a means for encoding speech. Talking and writing seems to have evolved separately and grown together later."⁴

"The conventions of speech differ somewhat from those of writing but...each has its own set of rules, its own set of conventions; moreover, ability to speak does not necessarily imply ability to write [or to read!]."⁵

Literature for children provides youngsters with excellent guidance toward admirable interpersonal understanding,

¹Karen M. Hess, "The Nonstandard Speakers in Our Schools: What Should be Done?", The Elementary School Journal, LXXIV (February, 1974), 289.

²Russell Tabbert, "Dialect Difference and the Teaching of Reading and Spelling," Elementary English, LI (December, 1974), 1099.

³Jay H. Shores and Albert H. Yee, "Spelling Achievement Tests: What is Available and Needed?", The Journal of Special Education, VII (Fall, 1973), 301.

⁴George A. Miller, "Reflections on the Conference [research conference on 'The Relationships between Speech and Learning to Read']," in Language by Ear and Eye: The Relationships between Speech and Reading, ed. by James F. Kavanagh and Ignatius G. Mattingly (Cambridge, Mass.: The MIT Press, 1972), p. 373.

⁵Angelo G. Pelosi, "What is 'Grammar'?", The Modern Language Journal, LXII (November, 1973), 329.

communication, cooperation, and achievement.¹ A student profits through literature by improving himself; exerting a beneficial influence on others; learning to self-educate himself through life by reading; and reaps these benefits while enjoying "a pleasurable experience."²

Non-fiction is a viable reading product for adolescents; but non-fiction selections are most effective when accommodating student interests: and more studies must be made to delineate specific adolescent preferences in non-fiction.³

One often hears the simplistic remark that a teacher who uses appropriate literature--"poetry, short stories, novels, and plays⁴...who is positive, forceful, and sensitive and knows his field, should provide quality education in reading and literature to all of the disadvantaged."⁵

But America is embarrassingly rich with such outstanding, dedicated teachers: yet tragic fact tirelessly refutes

¹Norma K. Stegmaier, "Teaching Interpersonal Communication Through Children's Literature," Elementary English, LI (October, 1974), 931.

²Helen Huus, "The Role of Literature in Children's Education," Educational Horizons, L (Spring, 1972), 144.

³Joy Edith Colbert, "Nonfiction and Adolescent Reading Interests," Ed.D. dissertation, Virginia Polytechnic Institute and State University, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 5, November 1974), p. 2820-A.

⁴Saul Bachner, "Teaching Reading and Literature to the Disadvantaged. Part V, Practice: Materials," Journal of Reading, XVIII (January, 1975), 292.

⁵Ibid., p. 297.

adequate educational success--starting with even the knitting-fiber of learning: language arts.

Obedient simplicity often masks incorrigible complexity.

Although common agreement persists that all teachers must teach language and reading proficiency at least consonant with subject specialties, this universal acceptance does not deny or exclude the desirability of retaining "specialist remedial reading teachers equipped by training and experience to assess and treat the various and puzzling difficulties of children with more severe disorders of learning."¹

The narrower field of reading, rather than the broader field of English, will provide the public with the essential of "more accurate information" and greater utility.²

Panaceas in reading have been bountifully claimed--and later defamed! We are ever-anxious to find the magic wand for reading that we believe, first...and double-check, second.³

Good remedial reading programs are extremely expensive, since they require a very high ratio of teacher to students--one teacher to three-to-five students. The best instruction results from a ratio of one-to-one: under most funding

¹Ronald Gulliford, "Remedial Aspects [of Language and Reading]," Reading, IX (June, 1975), 55.

²Josephine P. Ives and Sumner A. Ives, "Linguistics and Language Learning," Educational Horizons, L (Spring, 1972), 130.

³Albert J. Harris, "Panaceas in Reading," Journal of Reading, XVI (October, 1972), 8.

circumstances, an impossible ideal.¹

Individualized computer-instruction can effectively supplement the classroom teaching of reading. Computer instruction alone, however, cannot substitute for the personal judgment and flexibility of a classroom teacher.²

Success in a student's reading and life starts with reading-teachers helping "students to see themselves as capable, worthy individuals rather than reading failures";³ understanding that "improvement in reading is a lifelong undertaking,"⁴ and that even readers who can decode are poor readers if they "do not read critically, interpretively, selectively, or with pleasure."⁵

"Reading is a complex set of skills. Exactly what these component skills are, and how they relate to each other, we have yet to determine."⁶ "Educational research...continues to provide evidence that there is no best method of teaching

¹William S. O'Bruba, "Basic Principles for Teaching Remedial Reading in the Classroom," Reading Improvement, XI (Winter, 1974), 10.

²Richard C. Atkinson, "Teaching Children to Read Using a Computer," American Psychologist, XXIX (March, 1974), 169.

³Marjorie Royer and Charles R. May, "Teaching Culturally Shocked Students," Theory into Practice, XII (October, 1973), 262.

⁴Jacqueline Chinn, "Doggedly Determined to Teach Reading," Journal of Reading, XVIII (May, 1975), 599.

⁵Donald Arnstine, "The Use of Coercion in Changing the Schools," Educational Theory, XXIII (Fall, 1973), 279.

⁶Joanna Williams, "New Theories of Reading: What Do They Tell Us?", Teachers College Record, LXXV (May, 1974), 557.

reading."¹

A reading test--not an IQ test--for children seven years of age is the best predictor of how these children will read one year later.²

Reading scores should be made known to a community; but proper safeguards must be maintained so that scores may be intelligently and fairly interpreted: for example, "sampling information, pupil mobility...what the test purports to test...the full range of scores per classroom"--all relevant facts should be revealed.³

Studies indicate that "boys and girls perceive reading as a feminine activity." Since girls read more than boys--and in more areas of interest--it is natural for girls to be better readers.⁴

But although girls generally read significantly better than boys, nevertheless boys can equal girls in reading comprehension with respect to material that is of high interest to boys: e.g., "race cars, basketball players, and astronauts."⁵

¹Ronald G. Noland, "Teaching Reading to the Disadvantaged," Reading Horizons, XIII (Summer, 1973), 187.

²Norman B. Henderson, "Will the IQ Test Ban Decrease the Effectiveness of Reading Prediction?", Journal of Educational Psychology, LXV (December, 1973), 354.

³Nicholas P. Criscuolo, "Public Release of Reading Scores?", Educational Leadership, XXX (April, 1973), 666.

⁴Steven R. Asher and Richard A. Markell, "Sex Differences in Comprehension of High- and Low-Interest Reading Material," Journal of Educational Psychology, LXVI (October, 1974), 685.

⁵Ibid.

Dull and difficult books serve only further to discourage children from reading, and from attaining language skills. "Much thought, therefore, must be given to the care and nursing of the potential reader."¹

Accumulating experience contradicts the assertion that we "live in a reading society." Newspaper publishers lament the declining percentage of newspaper readers, and a Carnegie Foundation study "showed that fifty per cent of the people who received baccalaureate degrees never read another book!"²

Competency-based teacher education is an essential for all teachers, but especially for reading teachers: "knowing about does not always equal ability to"³--despite mavens who declare that "To know is to be able to do."⁴

Multiculturalism, multilingualism, and disadvantagedness obstinately, for the most part, retain imperviousness to language and reading standardization: indeed, they seem tauntingly to thrive under the mountainous, crushing, and burying weight ceaselessly, expensively, and ceremoniously heaped upon the language and reading malady.

¹George Gallup, "The Public Looks at the Public Schools," Today's Education, LXIV (September-October, 1975), 20.

²Pat N. Nash, "Read Much, But Not Too Many Books," Elementary English, LI (September, 1974), 698.

³Richard L. Allington, "A Rationale for Competency-Based Education of Reading Teachers," Journal of Reading, XVII (April, 1974), 523.

⁴Rudy H. Liveritte, "Getting Clear about Behavioral Objectives," English Journal, LXIII (March, 1974), 46.

"The popular image of America as a 'pot' within which differences are melted into a single blended stew is not congruent with social reality."¹ We are a nation of minorities comprising the majority.² A surprising fact is that "Every classroom is multicultural";³ and we must develop and use textbooks that reflect our "multiracial, multireligious, multiethnic society."⁴

In spite of seemingly insurmountable odds, educators must continue to search out ways to permit culturally-diverse youth to flourish to full potential in classrooms.⁵ "Quality education for all children is an undisputed goal of American education."⁶

Multicultural education can help materialize the

¹Roger M. Baty, Reeducating Teachers for Cultural Awareness: Preparation for Educating Mexican-American Children in Northern California (New York: Praeger Publishers, 1972), p. v, Foreword.

²Normand R. Bernier and Richard H. Davis, "Synergy: A Model for Implementing Multicultural Education," Journal of Teacher Education, XXIV (Winter, 1973), 268.

³Herbert B. Wilson, "Quality Education in a Multicultural Classroom," Childhood Education, L (January, 1974), 153.

⁴Max Rosenberg, "Textbooks: Do They Meet Fair Minority Group Standards?", Education Leadership, XXX (November, 1972), p. 143.

⁵Thomas E. Wheat, "Reading and the Culturally Diverse," Elementary English, LI (February, 1974), 256.

⁶United States Commission on Civil Rights, Report of the Commission, Racial Isolation in the Public Schools, Vol. 1 (Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1967), p. ix, Preface.

American democratic ideal.¹ "Multicultural education recognizes cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable resource that should be preserved and extended.... There is no one model American."²

Culturally different children must be furnished not only "the basic skills and knowledge," but "be made politically aware and politically sophisticated" in order that these students be equipped to effect social change.³

"The teacher, counselor, or administrator who has a notion that he will change the culturally different person by forcing him to eradicate his own culture to make room for the "superior" one should go no further; he will be as effective as a steer in a cowpen."⁴

Ethnicity in America today must represent not many divergent groups, but a single "true, real multicultural cosmopolitanism"⁵ to remain operational and growing.⁶

¹Henry M. Ramirez, "Multicultural Education to Make the Nation Greater," NASSP Bulletin, LVII (May, 1973), 142.

²Commission on Multicultural Education, "No One Model American: A Statement on Multicultural Education," Journal of Teacher Education, XXIV (Winter, 1973), 264.

³Ruth W. Diggs, "Education Across Cultures," Exceptional Children, XL (May, 1974), 587.

⁴Monroe C. Neff and Elaine T. Paterno, Using Real Life Materials for the Culturally Disadvantaged (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972), p. 1.

⁵Michael Novak, "The New Ethnicity," The Center Magazine, VII (July-August, 1974), 25.

⁶J. Theodore Klein, "Cultural Pluralism and Moral Education," The Monist, LVIII (October, 1974), 692.

It has been suggested that reading failure is failure of schools, not children, for schools do not "accommodate a linguistic and cultural pluralism among those they serve."¹ Bilingual education encourages children to apply knowledge of their own language to acquire another--for example, English; helps to banish ethnic barriers; and "seems to be a workable answer for most North American communities."²

A bilingual student has a very strong advantage in language-acquirement and in reading, for such a student has "two cognitive systems by which he can control a language, and it provides the speaker two cultural perspectives by which he can control his environment." A bilingual student who is troubled with English and reading is usually one who is deprived socioeconomically or motivationally.³

Ethnotherapy--multiethnic, multiaged group talk and "confrontation" sessions on "racism...a disease which infects almost everyone . . . a malfunctioning of human beings which warps their minds and wounds their souls"--ethnotherapy is potent medicine for relief from multicultural pains.⁴

¹Ronald Santora and Louise Jensen, "Reality Therapy in Reading: It's What's in People that Counts," English Journal, LXIII (November, 1974), 48.

²Rosa G. Inclan, "Can Bilingual-Cultural Education be the Answer?", Educational Horizons, L (Summer, 1972), 195.

³Ricardo L. Garcia, "Mexican American Bilingualism and English Language Development," Journal of Reading, XVII (March, 1974), 472.

⁴Stanley Seiderman, "Ethnotherapy--A New Hope for Society," The International Journal of Group Psychotherapy, XXIV (April, 1974), 188.

But although interracial, interethnic encounter-group sessions can be valuable in promoting cross cultural understanding, cooperation, and friendship,¹ these encounter groups also can be hurtful to ethnic understanding: much care must be exercised in arranging such groups:

Some of the favorable conditions which produce changes that tend to reduce prejudice are: when equal status exists between the ethnic groups; when the contact is between members of a majority group and members of a minority group of higher status; when the social climate or an authority favor and/or promote intergroup contact; when the contact is of an intimate nature rather than casual; when the intergroup contact is rewarding; when the members of both groups interact in a functional way toward the development of common goals that are of far more importance than individual groups goals.

Unfavorable conditions that strengthen prejudice are: when the contact or group situation produces competition; when the contacts are not voluntary but are unpleasant and tension laden; when the status or prestige of one group is lowered as a result of the contact; when the minority group members are of lower status than the majority group members; when the moral or ethical standards of the participant group are objectionable to each other.²

Multiculturalism and multilingualism do not necessarily transmogrify into disadvantagedness--a pandemic virulence which arises chiefly from socioeconomic affliction, and which dwarfs and eliminates opportunities and advancements for

¹Jimmy R. Walker and Laurence S. Hamilton, "A Chicano/Black/White Encounter," The Personnel and Guidance Journal, LI (March, 1973), 467-477.

²Charles B. Wilkinson, "Problems in Black-White Encounter Groups," The International Journal of Group Psychotherapy, XXIII (April, 1973), 162.

individual and society.

In addition to the obstacles of low socioeconomics, disadvantaged students, as students of all socioeconomic strata, may suffer from a "lack of motivation"; discouragement from home and environment; "poor hearing, speech, sight and other sensory or physical problems; or emotional conflicts of various types and origins." The educational system must work with all other affected organizations to extirpate impediments and to incubate advantages.¹

"Education for the disadvantaged means chiefly English for the disadvantaged, since our language is central to all other aspects of our culture."²

The disadvantaged want to be culturally respected, and trained for jobs, by their schools.³

The most important duty of research with respect to the educationally disadvantaged is to solicit, obtain, and respect their views.⁴

¹Richard A. Thompson and Janet M. Blackwell, "Verbalized Responses to Environmental Stimuli is a Stepping Stone to Decoding Written Language," Elementary English, LI (September, 1974), 856.

²Richard Corbin, "English Programs for the Disadvantaged," in Learning Activities for Disadvantaged Children, ed. by John B. Bergeson and George S. Miller (New York: Macmillan Company, n.d.), p. 162.

³G. Louis Heath, Red, Brown, and Black Demands for Better Education (Philadelphia, Pa.: The Westminster Press, 1972), p. 14.

⁴United States Senate Committee on Labor and Public Welfare, Special Subcommittee on Indian Education, Report of the Committee, Indian Education: A National Tragedy--A National Challenge (Wash., D.C.: United States Government Printing Office, 1969), p. 4.

Minority students want to learn--but in a way non-violative of these students' ethnic outgrowth. Chicano high school students in East Los Angeles, California, in 1968 indicated their preferences, which also represent the aspiration of other minority groups:

- a. Bilingual-bicultural education must prevail.
- b. Textbooks and curriculum must reflect "Mexican contributions to society."
- c. A student's language problem is not to be equated with a substandard intelligence.
- d. New and old high schools should be named and renamed "after Mexican heroes to establish community identity."
- e. "Cafeteria menus should have more Mexican dishes, and mothers should be allowed to help prepare the food."¹

"Ghetto children, because of their multiple deprivations, complex problems, and family structures," require long-term, not short-term, crisis intervention.² Principle mandates "compensatory services such as remedial reading and psychotherapy" for disadvantaged students; but the unavailability of adequate supportive finance may sadly defeat just

¹Diana Mack Drake, "Anglo American Teachers, Mexican American Students, and Dissonance in Our Schools," *The Elementary School Journal*, LXXIII (January, 1973), 210.

²Ruth L. LaVietes, "Crisis Intervention for Ghetto Children: Contraindications and Alternative Considerations," *American Journal of Orthopsychiatry*, XLIV (October, 1974), 720.

principle.¹

Sharon Stromberg criticizes educators for using texts in the teaching of disadvantaged students because "the reading level and middle class values, vocabulary, and concepts were the same" as for nondisadvantaged students.² But Ms. Stromberg fails to indicate how she would raise the disadvantaged to the level of nondisadvantaged through patronizing, disadvantaging instructional material.

"Lower status [elementary school] children frequently become discouraged in school and decide that they cannot learn."³ Disadvantaged students must be made aware that their own "constitutional or hereditary factors are in part responsible" for academic retardation: such knowledge can galvanize these students to the required motivation and effort necessary for victory in school and in life.⁴ "We know that learning is a matter of selfinvolvement."⁵

Although education for pluralism is an admirable essential focus, "There is no need to deny the existence of

¹James W. Russell, "What to Do about Dropouts," Adult Leadership, XXII (May, 1973), 28.

²Sharon Stromberg, "Teaching Business Skills to the Disadvantaged," Business Education Forum, XXVII (December, 1972), 36.

³Gordon P. Liddle, Robert E. Rockwell, and Evelyn Sacadat, Education Improvement for the Disadvantaged in an Elementary Setting (Springfield, Ill.: Charles C. Thomas, Publisher, 1967), p. 81.

⁴Peter J. Hampton, "Learning Needs of Academically Disadvantaged Students," Adolescence, IX (Winter, 1974), 355.

⁵Ibid., p. 557.

a common culture or to insensitively label as perjoratively WASP whatever displeases us about the American heritage."¹

It is fortunate that heterogeneous teaching and learning not only functions--but functions best: for if only black teachers could teach black children, then it follows that only white teachers could teach white children, red teachers red children, and yellow teachers yellow children. Color-matched teachers and pupils would picture grotesque, absurd thinking.² Even "material drawn from black culture" can be taught equally well by white or by black teachers.³

Unfortunately, teachers in training who receive teaching experience with economically deprived children do not ordinarily, after being graduated, voluntarily maintain the increased involvement with such "children, either through vocation or hobbies"; but the teachers find the training experience valuable in building competency for teaching their preference: the nondisadvantaged.⁴

¹Irving M. Levine, Introduction, in *The Schools and Group Identity: Educating for a New Pluralism*, ed. by Judith Herman (New York: Institute of Pluralism and Group Identity, American Jewish Committee, 1974), p. vi.

²Heid Seney, "Black Studies, Sure. But . . .", *Learning*, 11 (September, 1973), 72.

³Ancella Radford Bickley, "A Study of the Effects of Teaching a Unit on Black Culture to Classes of Predominantly White High School Students," Ed.D. dissertation, West Virginia University, 1974, in *Dissertation Abstracts International: The Humanities and Social Sciences*, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 10, April 1975), p. 6432-A.

⁴Bruce Coopersmith, "Attitudes and Employment Patterns of Teachers Who Received Preservice Teaching Experience with Economically Disadvantaged Groups," *The Journal of Experimental Education*, XLII (Winter, 1973), 22.

To help disadvantaged students, teachers must not harbor prejudice--a negative influence which prohibits positive results.¹

Above all, the truism must be universally trumpeted and accepted that "less educated does not mean less intelligent."²

In the controversy over whether non-standard American English or standard American English should enjoy exclusive instructional reign in the schools of the United States, the contest is "no-contest" in favor of standard American English!-- even among the multicultural, the multilingual, the disadvantaged, and the iconoclasts...!

"Complete uniformity is beyond the reach of mankind."³ An infinite variety of languages exists: each language is a distinct set of symbols . . . a convention . . . "rule-governed"--and provides meaning only because of its readily-understood standardization.⁴

In the United States, "Standard American English is the language of the educated community. It is a marvelous tool for expressing complicated ideas, even complicated

¹James E. Newton, "The Suburban-Disadvantaged Teacher: Unchallenged Dilemma in Education," Education, XCIII (November-December, 1972), 140.

²Jerome Axelrod, "Community Involvement in the Reading Program," Elementary English, LI (September, 1974), 895.

³Gustavo R. Velasco, "On Equality and Egalitarianism," Modern Age, XVIII (Winter, 1974), 23.

⁴Joseph Margolis, "Art as Language," The Monist, LVIII (April, 1974), 176.

feelings."¹ Students must learn the standard American dialect if only to enable Americans to communicate with one another.²

We must continue the long search for effective ways to teach standard English to disadvantaged children: otherwise these children will continue to be obstructed in their "access to vertical mobility."³

We must not sacrifice quality and the basic English skills even at the college level--an occurrence too frequently now observable: for then we tarnish educational glittering-gold "with the coming of the masses."⁴

An educator's primary role is "helping people prepare to live";⁵ and the black educator especially must not be intimidated to pass and help graduate "an illiterate, steeped in Black English language patterns of the ghetto, problems of black people, and black music, polished off with a few phrases of Swahili."⁶

¹Margaret Yonemura, Developing Language Programs for Young Disadvantaged Children (New York: Teachers College Press, Teachers College, Columbia University, 1969), p. 1.

²David E. Eskey, "The Case for the Standard Language," College English, XXXV (April, 1974), 769.

³Dan Donlan, "What Research Says About Teaching Standard English to the Disadvantaged Student," Peabody Journal of Education, LI (July, 1974), 268.

⁴George H. Douglas, "What Happened to Freshman English?," The Educational Forum, XXXVII (March, 1973), 278.

⁵James Williams, "Wanted: A Basis for Unity in Black Education," The Crisis, LXXX (August-September, 1973), 244.

⁶Ibid., p. 246.

"Semantic competence must indeed be finitely describable . . . since if it were not it would be impossible to attach a sense to an unfamiliar sentence (or, what comes to the same thing, any sense which the hearer attached to it would depend on his immediate caprice, and not on his prior knowledge of the language) and communication by means of language would not exist."¹ A national-norm, unidialect language in no way infringes on each person's right to retain and express his individual ethnicity, even as to language, within his own--as contrasted to the general, or multiplicity--culture. But individual freedom is not badged to jail the general good.²

The following is a typical example of double-talk and hedging by those who disavow standard English--only to confess its essentiality: "It is important to eliminate linguistic imperialism and understand that the imposition of standardized language is just another form of oppression. This is not to deny, however, that people ought to compromise enough to make their writing comprehensible to the audience they want to reach."³

While it may be true that a growing number of Blacks,

¹Bernard Harrison, "Critical Notice," review of Semantic Theory, by Jerrold J. Katz, in Mind, LXXXIII (October, 1974), 606.

²Neil M. Lorber, "Conformity Versus Nonconformity to Social Ethics: The Challenge to Educators," The Monist, LVIII (October, 1974), 674.

³Herbert Kohn, "4 Myths About 'Standard English,'" Teacher, XC (April, 1973), 37.

resentful of the dominant classes, reject the dialect of the majority "oppressors," and in so doing remain voluntarily and insistently linguistically unacculturated,¹ it must be recognized that such self-misguidedness is self-destructiveness.

An oft-expressed canard is that "If Blacks are not learning Standard English, it is because they don't want to. They are not motivated to Overall, the opportunities are just about the same regardless."² But experience contradicts this pessimistic, unwarranted slurring of the American democratic health: "Income gains that were earlier realized by whites as average educational levels increased are now being realized by blacks."³

"Nonstandard English is a social liability and prevents both children and adults from accomplishing status and self-esteem."⁴

In the recent past, students themselves have shown "an apathy about black studies."⁵

¹Yetta M. Goodman and Rudine Sims, "Whose Dialect for Beginning Readers?", Elementary English, LI (September, 1974), 841.

²Frederick J. Newmeyer, "Linguistic Theory, Language Teaching, Sociolinguistics: Can They Be Interrelated?", The Modern Language Journal, LVII (December, 1973), 410.

³Finis Welch, "Black-White Differences in Returns to Schooling," The American Economic Review, LXIII (December, 1973), 839.

⁴William F. White, Tactics for Teaching the Disadvantaged (New York: McGraw-Hill Book Company, 1971), p. 179.

⁵Sanford Pinsker, "The New Carpetbaggers, Black Literature and Academia's Revolving Door (paper presented at the Annual Meeting of the College English Association, Philadelphia, Pa., April 19-20, 1974), p. 4.

The prestigious "NAACP condemns Black English programs for schools, preferring basic English which is fast becoming an international language."¹

Innecity minorities educationally need for their children, and overwhelmingly clamor for, "excellence without compromise."²

A poll of Detroit black parents indicated that they desired and expected schools to shift the language of black children from ethnic dialect to "the General American dialect system."³

The parents of seven families in Harlem and the South Bronx in New York City tutored their disadvantaged children at home rather than send their offspring to public schools for "inferior" education and "miseducation."

The parents sought either improvement in public education, or vouchers which would permit free-choice alternative private schools.

The parents complained that their children's reading scores reached 90% below grade level, and that the Board of Education's "own tests prove our case."

One parent, referring to his own seven children, remarked:

¹Arlene M. Pillar, "The Teacher and Black Dialect," Elementary English, LII (May, 1975), 646.

²Gordon L. Berry, "What Type of Education for the Black Community?", The Crisis, LXXX (May, 1973), 164.

³Sister Anthony Mary Fox, "Standard English vs. the Black Dialect," The Clearing House, XLVII (December, 1972), 206.

The children have had their college entrance tests thrown back at them, although they were considered among the brightest in their schools.

It was because the schools themselves were inferior.¹

If nonstandard American English, such as Black English, "is a full-fledged language, not simply a variant or vulgar dialect of standard English," and requires, as in any syntactical representation, "grammatical transformations" systematically applied²--should the United States, and by implication all other countries, encourage their polyglot people to think, listen, speak, read, and write in accordance with individual patois, ethnicity, proclivity, diversity, and inability?... and abolish all classes in standard-language learning...? If so, by what means would citizens of countries conveniently and intelligibly intra- and inter-communicate?

"Decision components refer to the relative costs and payoffs attached to alternative means of reaching the desired state."³ Each socio-cultural group has the right "to maintain its own system of communication"; but it also has the obligation to conform, when necessary, to the standard linguistic

¹Daniel O'Grady, "Schools 'Inferior,' 7 Families Keep Kids Home," New York Sunday News, September 28, 1975, p. 5; see also Sandy Satterwhite, "Parents Seek \$\$ for Pupils Kept Home," New York Post, January 22, 1976.

²Henry Rosemont, Jr., "Some Implications of the Innateness Hypothesis," The Modern Language Journal, LVIII (December, 1974), 409-410.

³J. I. Prattis, "Strategising Man," Man: The Journal of the Royal Anthropological Institute, VIII (March, 1973), 47.

forms of a nation in order also to make possible national communication, integration, prosperity, and progress.¹ Indubitably, if one desires to participate in mainstream politico-socioeconomic advance, one must adopt the communicational facility and felicity of one's mainstream milieu.²

It is most frequently recommended that "Language be a means, not an end."³ But the fact is that language can not only beautifully communicate--it may also be beautiful communication...! To reject elegance of expression is to reject magnificence--aesthetics.

PART II

CONCLUSIONS AND IMPLICATIONS OF THE LITERATURE, AND ANALYSIS THEREOF, REVEAL EVEN WIDER-REACHING, RICHER REMEDIES

Conclusions and implications of far-reaching importance and influence may be drawn from research and analysis of the literature and experience pertaining to the teaching of language and reading--with a specialty in more-favorably affecting disadvantaged elementary and secondary school children:

¹Timothy F. Regan, "Teaching Standard English in Continuing Education," Continuing Education and Training, II (Winter, 1973), 265.

²John McCluskey, "On Language," Black World, XXIII (January, 1974), 91.

³Ibid.

Since language and reading acquisition inevitably projects its truth-seekers into the unlimited world of existence,¹ learning,² and experience;³ and since it is impossible--in the rounded, full view--to isolate the teaching of language and reading from the infinite range of teleology and epistemology,⁴ educational practitioners must honor a realistic, humanistic, eclectic approach.

"Language is all of a piece with life management."⁵

"Values and attitudes about language and literacy are completely interwoven with major institutions of our society."⁶

We have not yet developed a paradigm of language; but when the "ideal model of language" is constructed, it will be "one that will recognize the interdependence of cognitive maturation and language development, will clarify the respective roles of genetic factors and learning, will account for

¹Joshna A. Fishman, "Discussants," American Jewish Historical Quarterly, LXIII (June, 1974), 369.

²Patrick Suppes, "The Semantics of Children's Language," American Psychologist, XXIX (February, 1974), 103.

³Eugene E. Trunnell and William E. Holt, "The Concept of Denial or Disavowal," Journal of the American Psychoanalytic Association, XXII (October-December, 1974), 769.

⁴W. W. Meissner, "Identification and Learning," Journal of the American Psychoanalytic Association, XXI (October-December, 1973), 814.

⁵J. Samuel Bois, "Disturbing Thoughts about Thinking and Communicating," Etc., XXXI (September, 1974), 237.

⁶Frances F. Fleederman, "Black English and Reading Problems: Sociolinguistic Considerations," Reading World, XIV (May, 1975), 265.

all the variables involved, and will take cognizance of the interaction among them."¹

The teacher of English is obligated primarily with teaching students, not subject matter: the basic skills must be offered, but the chief objective must be to focus students' thoughts on life--and how to extract maximal benefits from living.²

The English curriculum should teach "students a power of response to experience which can guarantee a stay against confusion";³ teach students how to evaluate and structure facts to formulate fruitful decisions;⁴ and teach students "continued growth, to become a self-teacher, a self-learner, an agent of his own destiny";⁵ and yet:

Only 46 percent of adult Americans are estimated to have the literacy and skills to handle the decisions and problems of an increasingly complicated society . . .

¹Frederick B. Davis, ed., The Literature of Research in Reading with Emphasis on Models, Final report to the United States Department of Health, Education, and Welfare, Office of Education, National Center for Educational Research and Development, August, 1971 (New Brunswick, N.J.: Graduate School of Education, Rutgers--The State University, 1971), Section 3, p. 6.

²Susie B. Boyce, "Growing Students: A Differentiated Approach for High School English," The Clearing House, XLVII (March, 1973), 401.

³Dwight L. Burton, "The Elitist Ideal in the Teaching of English," The Educational Forum, XXXVII (March, 1973), 270.

⁴Robert Phelps, "Decision Making: The Underdeveloped Skill," Business Education Forum, XXVIII (March, 1974), 3.

⁵Douglas H. Heath, "Educational Wonderland: Myth or Reality?", School Review, LXXXI (August, 1973), 554.

U.S. Commissioner of Education Terrel H. Bell, in releasing the study, called the findings "rather startling." He said the study should cause a reshaping of adult education, a re-evaluation of school content from elementary grades on up, and a review of high-school graduation requirements.¹

Academic achievement depends upon many variables:

"intelligence, personal attitudes, interpersonal relations . . . environment . . . cultural background."²

A multitude of in-school and out-of-school factors contributes to the development of a child's reading vocabulary.³

Reading is drawing on prior experience of language and life.⁴

But education--not language arts and reading, imperatives though they are--education is civilization's central quest:

Beginning reading is not the universe of reading; reading is not the universe of the language arts; and the language arts do not constitute the universe of education. The acquisition of the ability to read is one of the major passports to education, hence its importance. However, education, not merely literacy, is the goal we seek.⁵

¹Robert Cooney, "The Scandal of Mass Illiteracy," American Teacher, January, 1976, p. 10.

²Diane S. Pollard, "Educational Achievement and Ethnic Group Membership," Comparative Education Review, XVII (October, 1973), 362.

³Dale D. Johnson, Richard J. Smith, and Kenneth L. Jensen, "Primary Children's Recognition of High-Frequency Words," The Elementary School Journal, LXXIII (December, 1972), 167.

⁴Andrew Wilkinson, "Oracy and Reading," Elementary English, LI (December, 1974), 1108.

⁵Learning in New York, "A Closing Thought," May-June, 1975, p. 20.

Education is fundamental to the proper and profitable development of human beings and their institutions:¹ We must educate "the whole man"²--and emphasize that learning starts before birth, ends with death, and teaching is only an occasional mediator "between the learning and the presented experience."³

"What places man above other species is the development of the human mind."⁴

The obligation and influence of education, educator, and other human components of the educational establishment are numberless, awesome--and can be illimitably rewarding in planning, execution, and result.

"It is trite but true that our country has no more precious assets than her school systems."⁵

"If this is a great country, and it is, it is a tribute to its educators."⁶

¹J. F. Conceicao, "Culture, Education and Development: An Essay," Cultures, I (October-December, 1974), 19-20.

²Alexander Reid Martin, "Cultural Impairment of Our Inner Resources: An Empirical Inquiry," The American Journal of Psychoanalysis, XXXII (July-December, 1972), 142.

³Frank G. Jennings, "For the Record," Teachers College Record, LXXIV (September, 1972), 2.

⁴Doris J. Shallcross, "Creativity: Everybody's Business," The Personnel and Guidance Journal, LI (May, 1973), 623.

⁵James L. Buckley, "The Decline of American Education" (paper presented before the New York State School Boards Association, n. p., n. d. Senator Buckley subsequently submitted his remarks for inclusion in the United States Congressional Record, November 5, 1975), p. 1.

⁶Roman Pucinski, "The Role of the Educator in the Political Arena," Business Education Forum, XXVIII (April, 1974), 45.

"It is surprising that one has to reiterate the primacy of school as America's hope of breaking the cycle of poverty and dependency."¹

American people put their money where their faith lies: in educational institutions which cost "annually almost as much as other nations combined."²

Educational philosophy must concern itself with social and ethical questions.³ "Education is never neutral"; it integrates citizens into a society and enables them creatively to transform their world.⁴ The intellectual owes himself and his society ethical "engagement"--or he betrays his earthly mission.⁵

"Many of our primary and secondary school systems have become centers for social experimentation rather than centers of learning."⁶

¹Kenneth B. Clark, et al., The Educationally Deprived: The Potential for Change (New York: Metropolitan Applied Research Center, Inc., 1972), p. 50.

²Arthur R. Jensen, "Do Schools Cheat Minority Children?", Educational Research, XIV (November, 1971), 3.

³Neil M. Lorber, "Conformity Versus Nonconformity to Social Ethics: The Challenge to Educators," The Monist, LVIII (October, 1974), 67.

⁴David L. Boggs, "An Interpretive Review of Social Science Research on Behaving-Valuing Patterns of Low Status People," Adult Education, XXIV (Summer, 1974), 310.

⁵David L. Schalk, "Professors as Watchdogs: Paul Nizan's Theory of the Intellectual and Politics," Journal of the History of Ideas, XXXIV (January-March, 1973), 95.

⁶George Wallace, "Education," Continuing Education and Training, II (August, 1972), 68.

Education must imbue students with intellectual discipline; economic and occupational competence; good citizenship, and political understanding and competence; physical and environmental health, and ecological balance; appreciation of culture, language, and lifestyle differences and their aesthetic values; competence in personal and social relations; use of leisure time: and all teaching and learning must proceed with efficiency and accountability.¹

"Important national and state studies . . . unanimously conclude that greater efficiency and economy in educational practice can only be achieved through efficient, effective use of technology."²

In the considerable matter of teacher-training, Alvin Lierheimer, a spokesman for the New York State Education Department, declares: "We are not advocating a single approach to teacher preparation, we are encouraging diversity."³

Edward T. Hollander, another voice of the New York

¹Texas Association for Supervision and Curriculum Development, School Curriculum Design for the 1980's. The Possibilities for Tomorrow's School: A Proposed Program for the 1980's (Austin, Texas: Texas Association for Supervision and Curriculum Development, 1974), p. 11; see also Normand R. Bernier and Richard H. Davis, "Synergy: A Model for Implementing Multicultural Education," Journal of Teacher Education, XXIV (Winter, 1973), 271.

²John A. Moldstad, "Selective Review of Research Studies Showing Media Effectiveness: A Primer for Media Directors," AV Communication Review, XXII (Winter, 1974), 387.

³Alvin Lierheimer, "What the [New York] State Education Department Says on Competency-Based Teacher Education," in an interview for the New York Teacher, New York Teacher, June 22, 1975), p. 22.

State Education Department, adds:

Teaching's distinguishing characteristic is that there is no clearly defined body of knowledge on which there is agreement. If there were, the obvious way to test that knowledge would be through a licensing examination.

The weakness of a licensing exam, of course, is that it forces programs of study to teach to that exam, and one of the most compelling ways in which we influence the behavior of faculties is in the content of the licensing examination.

In teaching, however, we put our confidence in the competence of the faculty and the teachers to identify what the goals of the program are to be and then the responsibility for developing the kind of program to achieve those goals. No other profession in the State has that kind of freedom to define the content of its program.¹

A less celebratory circumstance permeates the teacher-training centers: A major deficiency in many professors of education, and in their training institutions, is that they are steeped in theory but far removed from actuality: Too many teachers of teachers have not seen a lower-school classroom or student in too many years!²

Admittedly, school systems are responsible at least for the adequate teaching of reading, writing, and arithmetic; and for the adequate general mental and physical preparation of children so that they may successfully function socially,

¹T. Edward Hollander, Ibid.

²Sister Susan Berger, "No Textbooks Here," Learning Today, VII (Fall, 1974), 41.

and also eventually, vocationally.¹

Admittedly, also, educational systems of themselves do not develop individuals; instructional designs can help individuals only to develop themselves.²

And most assuredly, but not always practicably: The best way to improve teaching is to eliminate reluctant or incapable students...!³

One must recognize that since no court has yet awarded damages to a plaintiff who alleged disadvantagedness because of instructional incompetence practiced by an individual or institution within a public school system, the onus of this type of educational blunderment rubs most chafingly upon the weak mental shoulders of the chargers--not the charged.

Teachers, specifically, are bonded to incalculable obligation and influence.

Teachers of all subjects must incorporate respect for ethical values.⁴

The classroom teacher must exert utmost self-pressure to perform optimally, for "his classroom behavior is relatively

¹Gershon M. Ratner, "Remedying Failure to Teach Basic Skills: Preliminary Thoughts," Inequality in Education, XVII (June, 1974), 17-18.

²B. J. Hodge and John W. Lee, "What Reading Will do for the Executive: An Economical and Effective Way to Develop," Business Horizons, XVI (August, 1973), 48.

³Keith R. St. Onge, "Let's Get Back to Essentials," Change: The Magazine of Higher Learning, VI (June, 1974), 7.

⁴Clyde Evans, "Facing Up to Values," Teacher, XCII (December, 1974), 16; Richard L. Gorsuch, "Moral Education from a Psychological View of Man as an Ethical Being," The Educational Forum, XXXVII (January, 1973), 178.

immune to control processes generated either within or outside the formal structure and operation of the school."¹ The modern educator must keep pace with global communication and incorporate within his teaching world-encompassing concepts.² Teachers may properly videotape their efforts and gain from a later analysis, including comments from peers and others.³

"The truly effective teacher fosters total student development while teaching the basic content of the curriculum."⁴ Educators are "cultivators," not "manufacturers," of children's minds: and cultivation requires love, patience, and time.⁵ Even "disadvantaged children . . . do not necessarily reflect disadvantages Children are blessed with special abilities, interests, and talents." It is the responsibility of teachers to help each child fulfill that

¹Richard L. Warren, "The Classroom as a Sanctuary for Teachers: Discontinuities in Social Control," American Anthropologist, LXXV (February, 1973), 291.

²La Verne W. Miller, "The Global Village: Today's Involvement in Global Education Tomorrow," Audio-Visual Instruction, XIX (June-July, 1974), 53.

³Thomas P. Kromer, "Watching Themselves as they Learn," Improving College and University Teaching, XXII (Summer, 1974), 172.

⁴Roslyn M. Grady, Accountability--A Personal Point of View (Denver, Colorado: Cooperative Accountability Project, Colorado State Department of Education, 1974), p. 2.

⁵Lillian G. Katz, "The Child: Consumer or Consumed?", Childhood Education, XLIX (May, 1973), 395.

child's utmost potential.¹

A teacher's nonverbal warmth--"communicated by such subtle cues as smiling and close body distance, and touch"--can "increase the learning and verbal productivity" of minority and majority students . . . probably because teacher-warmth dissipates student anxiety.² Females respond better to non-verbal warmth than males: assumedly because females are "more interpersonally oriented, are more sensitive to warmth."³ But teachers had best practice restraint in body "closeness" and in "touching," for students and their parents may interpret such teacher demonstrativeness as over-familiarity, poor taste, or direct sexual threat--and file complaint and commence litigation.

It is true that a child's learning tends to match the teacher's estimation of how much that child can learn.⁴ But it is equally true that the teacher's estimation of how much

¹Loretta M. Butler, Marci M. Enos, and Doris C. Harmon, In-Service Education for Teachers of Disadvantaged Youth: Final Report, Report to College of Education, Roosevelt University, Chicago, Ill., July, 1974 (Springfield, Ill.: Illinois State Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, 1974), Appendix D, Exhibit 2, p. 8.

²J. S. Kleinfeld, "Effects of Nonverbal Warmth on the Learning of Eskimo and White Students," The Journal of Social Psychology, XCII (February, 1974), 3-4.

³Ibid., p. 7.

⁴National Advisory Council on Supplementary Centers and Services, George Washington University, Washington, D.C., Innovative Education Practices, Volume 2 (Washington, D.C.: Division of Supplementary Centers and Services, Bureau of School Systems [DHEW/OE], 1974), p. 40.

a child can learn tends to match that child's own demonstrated learning ability: a verity of which, unfortunately, educators are often too oblivious--or too bullied--to acknowledge. If, for instance, a teacher knows that a student's aspiration to become a physician is hopeless, but that the student is an excellent candidate for a given trade, the instructor favors the student by encouraging "termination of the unrealism."¹ All teachers must honestly advise and "help children become socially stable adults."²

The human teacher of language can be abetted--but never replaced!--by impersonal technology such as "tape recorders, cassettes, films, film strips, and intricate language laboratories"; for "language, like perfume, envelops too much of man to be entrusted totally to mechanical procedures which operate without the presence of a teacher";³ and language, like perfume, is blended by and for human anatomy.⁴

Miscellaneous other factors assume obligation and influence in well-directed education.

Students become truants and dropouts because of

¹James W. Russell, "What to Do about Dropouts," Adult Leadership, XXII (May, 1973), 28.

²Kevin J. Swick and Jennifer Hoskins, "Exploring the Perceptions of Disadvantaged Preschool Children Toward Familiar and Unfamiliar Family Settings," Education, XCIII (November-December, 1972), 126.

³Robert J. Di Pietro, "The Perfume Factory: A Parable for Language Teachers," The Modern Language Journal, LVII (March, 1973), 99.

⁴Ibid., p. 102.

assorted problems with themselves, with others, and with society: School personnel on all levels must be available and alert to counsel and help these troubled youth.¹

Since most people suffer psychological damage--apathy and lack of maturity--when afflicted by bureaucracy, it behooves our educational system not only to permit--but to solicit--student,² administrative, and teacher feedback: If programs are reported as "preposterous or mistaken," quick investigation should proceed, for much likelihood exists that the complaints are well-founded.³

Even when we are sure that a given educational procedure is therapeutic, practical considerations may prohibit its usage: A team-effort program involving a psychiatrist, pediatrician, social worker, remedial reading teacher-counselor, school nurse, speech therapist, classroom teacher, school principal, and school superintendent was significantly effective in identifying and helping to eliminate the reading difficulties of First Graders: But the superhuman and inordinate effort, time, and expense required to coordinate a team's contemplation of only one child makes such a program on a mass scale an impossible undertaking for most

¹Roosevelt Washington, Jr., "A Survey-Analysis of Problems Faced by Inner-City High School Students Who Have Been Classified as Truants," The High School Journal, LVI (February, 1973), 255-56.

²Donald Arnstine, "The Use of Coercion in Changing the Schools," Educational Theory, XXIII (Fall, 1973), 279.

³David G. Markle, "In Which it is Demonstrated that a Program that Works May Well be Worthless," Improving Human Performance, II (Fall, 1973), 179.

communities.¹

The educator must be a social scientist.² Since teachers and society are interdependent, teachers must involve themselves as determinants of a better polity in order to engineer community and personal advancement.³

Teachers must identify with and support other American workers of all strata, and help to build a public governance and economy which would continue without interruption to pay "the taxes we need to maintain and improve our schools."⁴

To guarantee the preservation of excellent public education, educators must not only turn to politicians, but themselves become politicians.⁵

Despite a study by Arthur R. Jensen which proved that minority students are not discriminated against,⁶ discrimination and desegregation in schools remain live and contentious issues.

The Civil Rights Act of 1957 and its successor statutes in 1964, 1965, and 1968 were tremendous counterweights against

¹Edwin W. Morgan, "A Clinical Team Approach to Improving Reading Instruction in First Grade," Elementary English, LI (September, 1974), 892-93.

²Gwynn Nettler, "Wanting and Knowing," American Behavioral Scientist, XVII (September, October, 1973), 23.

³New York Teacher, unsigned article, June 29, 1975, p. 3.

⁴Antonia Cortese, "Cortese Views NEA-AFT Conventions," New York Teacher, July 30, 1975, p. 9.

⁵William E. Kuschman, "Run, Educator, Run," Intellect, (January, 1973), 237.

⁶Arthur R. Jensen, "Do Schools Cheat Minority Children?", Educational Research, XIV (November, 1971), 25.

the pernicious momentum of racial discrimination, including its ugly manifestation in education:¹ But valuable as the Act has been, some political and individual vestiges of resistance persist, and much remains to be completed.²

"When schools are highly segregated, the child is locked in the environment of his origin. Ranking his community is equivalent to ranking his high school."³ But instead of wasting money on "indiscriminate busing" to integrate schools, funds must be better utilized to change "the orientation of teacher education, developing challenging and relevant curricula and materials, and offering the kind of help to culturally depressed groups which will encourage the evolution of attitudes of family and community responsibility and feelings of self-worth."⁴

True, complete integration of schools will come about only if "teachers, citizens, people, are committed to integration as a social system" . . . and if "we're willing to accept, on a large scale, the inevitable consequences of integration, interracial friendship, interracial dating,

¹William I. Taylor, "The Justice Department and Race Relations," Integrated Education, XII (May-June, 1974), 5.

²Ibid., p. 8.

³Nettie R. Bertel and Judith Axelrod, "Nonstandard English Usage and Reading Ability in Black Junior High Students," Exceptional Children, XXXIX (May, 1973), 276.

⁴Malvina W. Liebman, "Busing is Irrelevant: The Need is More Fundamental," Intellect, CI (December, 1972), 163.

interracial marriage¹. . . . But in a world where blacks and whites do not live in the same neighborhoods or work at the same jobs, an integrated institution is an anachronism."²

Equality in education and in society must eliminate bias--for or against: but equality dare not eliminate--it must encourage!--natural superiority...!

Discrimination assumes many guises--expected and unexpected: but all unwarrantable, unwise, hurtful, and foolish.

Success by a male on a task considered "masculine" is generally attributed by both sexes to skill: an equivalent performance by a female on the same task generally is considered luck. On the average, males are "seen to be more skillful than females."³

Many adolescents and adults fear and avoid success--or at least attaining their full potential--because of the embarrassing possibility of failure, or because of a rejection of establishmentarian values;⁴ some males and females fear

¹Ellen Stern, review of After Integration: Problems of Race Relations in the High School Today, a study of James Madison High School with recommendations for New York City schools by The New York City Commission on Human Rights, Eleanor Holmes Norton, Chairperson, High Points, October, 1975, p. 77.

²Ibid., p. 78.

³Kay Deaux and Tim Emswiller, "Explanations of Successful Performance on Sex-Linked Tasks: What is Skill for the Male is Luck for the Female," Journal of Personality and Social Psychology, XXIX (January, 1974), 80.

⁴Sherry Ward Morgan and Bernard Mausner, "Behavioral and Fantasied Indicators of Avoidance of Success in Men and Women," Journal of Personality, XLI (September, 1973), 457-58.

success because of possible "social rejection, losing one's friends, becoming isolated, lonely, or unhappy": many women are especially concerned with losing their "normality" or "femininity"; or may experience "guilt" over besting males, especially ones with whom they are emotionally close.¹

The quality of students--not the quality of faculties, or of buildings, or of equipment--is the prime determinant of educational excellence. Poor cloth cuts into poor garments even when lovingly tailored by elite artisans in breathtaking palaces; and pigs turn palaces into pigpens.²

Samuel Costello, a Hispanic freshman at City College of the City University of New York, and a high school dropout who later earned a high school equivalency diploma, bemoans the following reasons for his terminating his matriculation for a degree at City College:

1. He was receiving a "second-grade" education.
2. A writing course he took "glorified" ghetto slang; and if he were to use "an abundance of four-letter words, I probably would have improved my final grade."
3. Classroom discipline was anarchic.

Costello bitterly protests that far from benefiting disadvantaged students--in this instance mostly Black and Hispanic--lowered educational standards damage students

¹N. T. Feather and J. G. Simon, "Fear of Success and Casual Attribution for Outcome," Journal of Personality, XLI (December, 1973), 525.

²William Raspberry, "What About Elitist Schools?", Today's Education, LXV (January-February, 1976), 36, 38.

through inferior preparation for life and work.¹

To show favoritism to any person or population-segment--including an ethnic minority--is "an abnormality . . . reverse discrimination . . . benevolent cruelty . . . benign evil The purpose is compassionate; the effect is intolerable":² It destroys justice, law, equality, and citizenship itself, and replaces them with power struggles and popularity contests.³

Inequality spawned by the presence or abuse of intelligence, talent, education, wealth, beauty and social acceptance will remain within the human family so long as differences continue naturally to be bred and we continue naturally to value the rights to be free and to be different: "The familiar task of balancing liberty against equality will remain with us."⁴

There have always been, and there will always be, intellectually elite, possessioned, and ruling classes: even newly-established totalitarian governments of the "proletariat" which practice aristocide soon seek the superiorly intelligent, managerial, acquisitive, and charismatic "to form part of the

¹Michael Oreskes, "Ex-Student Calls CCNY Ivy-Covered 2d Grade," New York Daily News, March 16, 1975, p. 4.

²James J. Kilpatrick, "The DeFunis Syndrome," Nation's Business, LXII (June, 1974), 13.

³Lisa H. Newton, "Reverse Discrimination as Unjustified," Ethics, LXXXIII (July, 1973), 312.

⁴Thomas Nagel, "Equal Treatment and Compensatory Discrimination," Philosophy and Public Affairs, II (Summer, 1973), 363.

ruling class": but the prior extermination of sterlingness leaves a dysgenic vacuum of dragging detriment.¹

The ideal of human equality benefits only as it encourages non-favored opportunities for all, leading to "the rise of the most gifted"; but where individual equalization translates into bias, however well-meaning, favoring charitable conference of attainment leading to the rise of the mediocre and incompetent, egalitarianism is patronized, compromised, demeaned, ridiculed--and slain, not served: for the equality which is incapable of distinguishing and rewarding quality dines perilously on ideologically sweet-tasting toxicity...and surfeits sublimely on suicide.²

Since it is not the dominant culture of a community which determines whether an individual becomes disadvantaged⁴, but rather the ability of an individual to adjust, the main burden of learning to cope assigns itself to the individual--who "must accept personal responsibility in unprecedented form for active, self-directive participation in a rapidly changing and increasingly complex social environment."³

I believe that our society can be both democratic and imbued with an appreciation for excellence, that the American people can meet their obligations to the less fortunate without lowering standards of performance and

¹Nathaniel Weyl, "Envy and Aristocide in Underdeveloped Countries," Modern Age, XVIII (Winter, 1974), 51.

²Louis Rougier, "Philosophical Origins of the Idea of Natural Equality," Modern Age, XVIII (Winter, 1974), 37.

³Mose Smilansky and Donald P. Sanders, "The Education of Disadvantaged Adolescents," The Educational Forum, XXXVIII (May, 1974), 413.

achievement. Indeed, to do so is an affront to all students, but most of all to those who are struggling to overcome the handicaps and deficiencies, whether physical or social, in their lives. It is no favor to an athlete to set lower standards for his performance in the expectation that he cannot run as fast or jump as high as his competitors. So too, it is no favor to a slow learner or to a disadvantaged child to imply that his potential for the future will be forever limited by the happenstance of his past.

In other words, our schools must treat children as individuals, rather than as abstractions of race or gender or past performance.¹

Schools must practice democracy to teach it...²

Non-traditional and innovative education is always a forefrontal steeplechase: But whenever peoples and times are excessively troubled--as currently--huntmen intensify the stalking of educational-game in the hope of invigorating, fortifying, and cornucopiaing the learning diningtable.

"Change is a fundamental aspect of the life of peoples and societies and, in many aspects, is the very essence of history."³ Leaders who will not change with the times are left behind by the times.⁴

Changing socio-economic conditions stimulate changing educational systems: people-needs determine training-

¹Buckley, "The Decline of American Education," p. 3.

²William G. Williams, "The Forgotten Innovation: DEMOCRACY," The Clearing House, XLVII (September, 1972), 6.

³G. S. Metraux, "Culture Change and Society," Cultures, I (October-December, 1974), 9.

⁴Ernest T. Tierney, "Change--a Great Motivator," S. A. M. Advanced Management Journal, XXXVIII (October, 1973), 20.

supply.¹ "The rate of change . . . technologically, socio-economically, sociopolitically, and sociophilosophically" remains rapid, and our institutions, including educational, must change accommodatingly.²

Successful educational innovation requires the "involvement of all concerned, adequate preparation, continuous planning," and the establishment of research procedures to monitor effectiveness.³ "The possible use of ordering theoretic methods for education and other social sciences are myriad."⁴ "We need a total revolution in educational theory."⁵

When we plan, we must not become enamored of our "idea," or "geometric design," to the exclusion of reality: for then our conception turns into hurtful, hateful falsity.⁶

Since the human future will consist of more leisure than work, induced by technologic progression, our educational

¹Joyce Lewinger Moock, "Pragmatism and the Primary School: The Case of a Non-Rural Village," Africa, XLIII (October, 1973), 315.

²Stanley Lesse, "Human Determinants, Human Needs, and Our Future Society," American Journal of Psychotherapy, XXIII (April, 1974), 171.

³Maurice R. Ahrens, "How to Make Innovations Succeed--or Fail," Childhood Education, XLIX (January, 1973), 173.

⁴William M. Bart and Peter W. Airasian, "Determination of the Ordering Among Seven Piagetian Tasks by an Ordering-Theoretic Method," Journal of Educational Psychology, LXVI (April, 1974), 283.

⁵Robert S. Brumbaugh, "Education and Reality: Two Revolutions," Thought: A Review of Culture and Idea, XLVIII (Spring, 1973), 5.

⁶Gustavo R. Velasco, "Planning and Reason," Modern Age, XVIII (Fall, 1974), 396.

system must be redesigned to incorporate the leisure ethic into the present "labor ethic."¹

Despite the fact that many school districts consider alternative forms of schooling to be a dumping ground for academic misfits, non-traditional schools are growing in regard and attendance: "A Gallup Poll conducted in 1973 indicated that the majority of parents and professionals support the idea."² Alternative schools are good--for those parents, students, and communities who wish such schooling. But whatever the educational choice--teaching must be child, not methods and materials, centered.³

Americans are mainly city dwellers: 70% reside in metropolitan centers; 25% reside in rural-type settings, but live "an urban-oriented life style"; and only 5% are "truly rurally oriented." Ninety-five per cent of the American schools, therefore, must structure their "services to encourage and promote the type of change that can lead to better education [and functioning] in urban situations."⁴

¹Stanley Lesse, "Our Future and Alternative Concepts of Human Development," American Journal of Psychotherapy, XXVII (October, 1973), 489.

²Mario D. Fantini, "Schools Within Schools: Solving the Problem of Differing Needs," The New York Times, January 15, 1975, p. 74.

³Skip Ascheim, et al., Alternative Schools: A Practical Manual. Revised (Cambridge, Mass.: Center for Law and Education, Harvard University, 1973), p. 5.

⁴Barbara J. Shade, Urban Education and the State Educational Agency: A Proposal for Educational Change (Madison, Wisconsin: Wisconsin State Department of Public Instruction, 1974), p. 7.

When educational administration faces teachers who are habit-set, fearful, lazy, or indoctrinated against innovation, it is unwise to force change among uncooperative agents who are slated to fail: it is wiser to hire new "people who are changeprone," and who will provide new concepts at least the opportunity to succeed.¹

No educational initiatives are "without controversy. None represents a final solution. And none is complete. But we should be proud of them and encouraged by them as we push on."²

Educators must remain aware that many so-called innovations are nothing more than old practices; diverting, wasteful gimmickry; unproven theory; or downright fraud.³ "Changes" in curriculum and technique intrinsically are rarely changes. "Even an overnight curriculum financed through a crash program and instituted by a task force has roots in decades of research, of insight, of vision."⁴

¹A. Ray Helsel, "Teachers' Acceptance of Innovation and Innovation Characteristics," The High School Journal, LVI (November, 1972), 74.

²Walter F. Mondale, ["Recent and Proposed Educational Programs in Congress":] "Remarks of Senator Walter F. Mondale: National Council of Organizations for Children and Youth" (paper presented at a meeting of the National Council of Organizations for Children and Youth, Washington, D.C., September 12, 1974), p. 4.

³Robert S. Thurman, "New Labels, New Customers, Same Old Patent Medicine," Childhood Education, XLIX (May, 1973), 411.

⁴Richard Corbin, The Teaching of Writing in Our Schools (New York: The Macmillan Company, 1966), p. v, Foreword.

Instructional strategies--including reading-teaching--must succeed...not just look innovative, glamorous, and desirable.¹

Traditional education, while encouraging experimentation, hews to its gloried conservatism which has bravely vanquished ages of assaulting, "innovative"--but bankrupt--panaceas.

Educators must ever-alertfully persevere to examine non-traditional heuristics for chinks, and to ask themselves: Are we straining so hard to improve, that we're spraining our sense into lame nonsense and self-delusion...?

Failure to check impatient desperation can fell education with its own frenzied petard.

As for the majority professional decision on "progressivism," "experimentation," or "innovation," educators--from teachers to administrators to school boards--"by a resounding 93% majority, have had enough 'panaceas' such as the New Math and pie-in-the-sky reading programs; they want to get back to the basics--the sooner the better."² "Everywhere one hears of a return to traditionalism."³

¹Richard W. Burnett and Thomas R. Schnell, "CBTE [Competency-Based Teacher Education] and Secondary Reading: A Philosophy and Rationale," Journal of Reading, XVIII (April, 1975), 549.

²"Bring Back 'the Basics,' Board Members and Administrators Say Loud and Clear," The American School Board Journal, CLXI (August, 1974), 31.

³Myron Brenton, "Broken Promises in the Promised Land," Today's Education, LXV (January-February, 1976), 52.

Industrialization; urbanization; educational specialization and innovation--all have reduced America's one-room schoolhouse from a former high of 150,000 to a present low of 1,475.

But the one-room schoolhouse--with one teacher and a small class of children widely-divergent in age, temperament, intellectuality, and grade level--still stands as a model and "bastion of individualized instruction"...and without benefit of, and demand for, "vast Federal grants."¹

"William Holmes McGuffey who in 1836 revolutionized the teaching of the 3 R's and greatly improved the instruction of spelling and elocution in the public schools with the publication of the first [of six] McGuffey reader . . . complemented with the issuance of the McGuffey speller"--today, "almost 140 years after the publication of his first reader for school children," is being accorded renewed and growing popularity throughout America by the proponents of structured basic skills in education.

These enthusiastic educators say that the greatest effectiveness of these books lies in their "strong reliance on phonetics."

Mrs. Darlene Peil, who teaches at the Pilgrim School in Los Angeles--a school in which half the student enrollment is minority--boasts: "When children leave kindergarten, they read." She also exuberates "that her first graders easily

¹Andrew H. Malcolm, "A Prairie School: One Room with a View," The New York Times, January 15, 1975, p. 80

spell such difficult words as 'Cincinnati,' 'centipede' and 'telephone.'"¹

"There need be no quarrel with a traditional approach that relies on structured curriculum tailored to individual children's needs and capacities." But we "cannot justify another reactionary swing of the pendulum back to the oppressive view that learning, to be effective, must taste like bitter medicine."²

"The newest version of relevance is vocationalism:³ Career Education. Schools, as part of relevancy, must train students to be good workers, good businessmen, and good economic theorists and investors."⁴

Career Education "includes academic education, vocational education, college preparation, adult education, special education, and much more."⁵ "Career Education is essentially an instructional strategy, aimed at improving educational outcomes by relating all teaching and learning activities to the concept of career development

¹"McGuffey Reader Staging a Comeback Amid 'Back to Basics' Education Drive," The New York Times, June 18, 1975, p. 36.

²"Stop that Pendulum," editorial, The New York Times, March 7, 1975, p. 34.

³James Hitchcock, "The New Vocationalism," Change: The Magazine of Higher Learning, V (April, 1973), 47.

⁴"Reading, 'Riting, 'Rithmetic--and Profits," Nation's Business, LXII (May, 1974), 55-57.

⁵Phoenix, Arizona State Department of Education, "Hello . . . My Name is Career Education," in Career Education: Leadership in Learning (Phoenix, Arizona: State Department of Education, 1973), p. 2.

Work . . . has a central position in the fashioning of a satisfactory human life."¹

"Career Education is providing the needed vehicle for reforming an educational system long in need of change."² "The attendance of poor high school attenders can be improved by providing relevant cooperative education classes [education-programs], vocational training laboratories, and other related experiences Non-reading courses" are to be stressed.³

Vocational Education programs are extremely beneficial: "Eighty per cent of the job opportunities in this decade will not require a four year college degree. Despite this, we find nationally that over \$30 billion dollars will be spent on higher education with some nine million students enrolled in colleges and universities." Ph.D.'s, teachers, and lawyers are now glutting the markets; medical doctors will suffer from a surplus by 1985. But the demand for vocational

¹Sidney P. Marland, Jr., "I Am Truth and Beauty, as Well as Work," in Career Education: Leadership in Learning, Phoenix, Arizona State Department of Education (Phoenix, Arizona: State Department of Education, 1973), p. 3.

²Weldon P. Shofstall, "...withstanding the test and strain of change..." in Career Education: Leadership in Learning, Phoenix, Arizona State Department of Education (Phoenix, Arizona: State Department of Education, 1973), Foreword.

³Barbara Elaine Mallard Amerson, "The Effect of Instruction in Listening on the Development of Listening Comprehension Skills of Disadvantaged Post-Secondary Youth," Ed.D. dissertation, University of Kentucky, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Xerox University Microfilms (Ann Arbor, Mich.: Xerox University Microfilms, Vol. 35, No. 9, March 1975), p. 5787-A.

skills still is, and will continue to be, strong: There are, for example, "annual openings nationally for 19,500 plumbers and pipe fitters and over 20,000 openings for electronic computer operating personnel."¹

To avoid recurrent economic recessions, depressions, and monstrous numbers of disheartened, America-disillusioned-estranged unemployed, the United States must learn to deal with employment--not unemployment--through a comprehensive system of continuing education, training, and retraining for changing job-needs and opportunities.²

Educational background, qualifications, and personal contacts--"who you know"--rank highest in getting a job and getting promoted.³

Elementary school skills are basic to career training: Consequently, career training properly should commence at the elementary school level.⁴

Reading, writing, and the full panoply of academic skills must lead toward career application, or our public schools will have outlived their usefulness and be banished.

¹George K. Ikeda, "Articulation in Vocational Education," in Collaborative Roles and Functions of Occupational Education Programs. Final Report, ed. by John H. Baker and Lawrence F. H. Zane (Washington, D.C.: National Center for Improvement of Educational Systems [DHEW/OE], 1974), p. 6.

²Herbert E. Striner, Continuing Education as a National Capital Investment (Kalamazoo, Mich.: W. E. Upjohn Institute, 1972), p. 72.

³John Costello, "Performance Isn't Always What Counts," Nation's Business, LXI (November, 1973), 6.

⁴Janet Sutherland, "Career Education: Curriculum Development for the Elementary School," Business Education Forum, XXVIII (February, 1974), 29.

Thus teachers of all disciplines must become, in effect, vocational educators.¹

Educators must refuse to accept substitutes--such as neatness, promptness, and congeniality--for competency in subject matter: otherwise, a student is unprepared for the demands of the job market.²

Unfortunately "the particular, disciplined English suited to the ordinary operations of the working world too often has to be acquired after one's formal education is completed³. . . . No magic has been found to replace our reliance upon pen and paper."⁴

Curricula have always been--but were not necessarily recognized as such--overt and covert.

The curricula never consisted exclusively "of all the experiences a child has while under the direction or sponsorship of the school."⁵ Children are continuously exposed to a "hidden" curriculum, some components of which are:

a. Newspapers

¹Pucinski, "The Role of the Educator in the Political Arena," p. 44.

²Norma G. Hernandez, "Variables Affecting Achievement of Middle School Mexican-American Students," Review of Educational Research, XLIII (Winter, 1973), 24.

³Mary C. Bromage, "The Management of Communications," S. A. N. Advanced Management Journal, XXXVIII (April, 1973), 43.

⁴Ibid., p. 44.

⁵Lubbock Public Schools Bilingual Education Program, Kindergarten Bilingual Resource Handbook (Fort Worth, Texas: National Consortia for Bilingual Education, 1971), p. v.

- b. Magazines
- c. Billboards
- d. Comic books
- e. Radio
- f. Television
- g. Homes
- h. Neighborhoods
- i. Churches
- j. Peer group pressures.¹

Today, more than ever, the student not only goes to school, but the school goes to him.² Since all media teach well, badly, and indifferently, they must be chosen wisely for and by students.³

Student needs arise from an individual student's stage of development and socioeconomic status;⁴ but unfortunately "Curricula have a way of getting entrenched, time-honored, and rigid."⁵

¹A. Harry Passow, Introduction, in The Disadvantaged: Challenge to Education, ed. by Mario D. Fantini and Gerald Weinstein (New York: Harper & Row, Publishers, 1968), p. 45.

²Edgar Dale, "Toward Excellence in Instruction," Business Education Forum, XXVIII (October, 1973), 8.

³Philip G. Jones, "The Educational TV in Your Schools May be Anything but Educational," The American School Board Journal, CLXI (March, 1974), 28.

⁴Joe M. Blackburn and Curtis G. Summerlin, "Need Occurrence in Disadvantaged and Non-Disadvantaged," Adolescence, IX (Summer, 1974), 236.

⁵L. Madison Coombs, Doorway Toward the Light: The Story of the Special Navajo Education Program (Washington, D.C.: United States Department of the Interior, Bureau of Indian Affairs, Branch of Education, 1962), p. ix, Introduction.

Students from different communities and income groups amalgamate with different viewpoints, problems, and needs: and data lends "support to recommendations for curriculum development at the school or community level and the use of opinion surveys and reading inventories in planning curriculum for the school and for the individual."¹

"The use of defined learning objectives in educational planning" leads "to increased actual learning" at all levels of education: primary, secondary, college, and graduate.²

It is important to teach children curiosity, discovery, and creative thinking: But the teaching-learning process must not obsolete and forego fact and rote...for intellectuality, perception, artistry, and practical problem-solving are founded on data and recall.³

Since successful academic accomplishment requires good health, the curriculums of all elementary and secondary schools should include a course in nutrition. The School Lunch Program, where it exists, can furnish excellent example

¹Pauline E. Drake, "A Comparison of the Educational Plans, Reading Interests, and Instructional Needs of High School Seniors in College-Bound English Classes," Ph.D. dissertation, University of Pittsburgh, 1974, in Dissertation Abstracts International: The Humanities and Social Sciences, ed. by the staff of Zerox University Microfilms (Ann Arbor, Mich.: Zerox University Microfilms, Vol. 35, No. 5, November 1974), p. 2527-A.

²Warner Johnson, et al., "Applying Principles of Instructional Design to a Medical School Course in Psychiatry," The American Journal of Psychiatry, CXXXI (July, 1974), 824.

³George Gallup, "The Public Looks at the Public Schools," Today's Education, LXIV (September-October, 1975), 19.

and practice for a nutrition program.¹

A remedial course is valuable only if it can teach a student to help himself: otherwise, the student will require "remedial" courses term after term--heaping failure upon failure.²

"The amount and variety of patterned stimulation provided by the environment determine the kind of language development";³ and "Ideally, [early] intervention begins before the family is formed when the future parents are in school." These student future-parents should learn how to rear children; and special attention must be given to "the future mother in terms of nutrition and preventative medical care."⁴

Compulsory education, although beneficially mighty in concept and consequence, is very long past-due qualification.

"Public education has become a major growth industry

¹Senate Select Committee on Nutrition and Human Needs, U.S. Congress, Washington, D.C., Guidelines for a National Nutrition Policy. A Working Paper (Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1974), p. 4.

²Ratner, "Remedying Failure to Teach Basic Skills: Preliminary Thoughts," p. 17.

³William F. White, Tactics for Teaching the Disadvantaged (New York: McGraw-Hill Book Company, 1971), p. 177.

⁴Urie Bronfenbrenner, A Report on Longitudinal Evaluations of Preschool Programs. Volume II: Is Early Intervention Effective?, Report to the Office of Child Development (DHEW), Washington, D.C., 1974 (Washington, D.C.: Department of Health, Education, and Welfare, 1974), p. 55.

in America";¹ but "The general public has lost control over its own schools. At the moment, various pressure groups are fighting over that control, with teachers' organizations well ahead."²

Since truancy laws cannot and do not guarantee regular attendance and learning, especially in large urban centers where most needed, the only ones benefiting from compulsory education may well be the vested educational professionals who seek to maintain and expand their economic holds.³ "The enforced [school] attendance of unwilling 14- and 15-year-old children may be doing more harm than good to all concerned": frustrated students, "prison guard" teachers, dismayed parents, and perplexed society.⁴

It might well be that compulsory education should be abandoned "after the sixth grade";⁵ we are "stultifying" children by imprisoning them in classrooms which hurt, more than help, these children;⁶ and we overlook the actuality that

¹Bernard H. Booms and Teh-wei Hu, "Economic and Social Factors in the Provision of Urban Public Education," The American Journal of Economics and Sociology, XXXII (January, 1973), 35.

²Editors, "Current Comment," America, CXXXI (December 14, 1974), 380.

³S. Francis Overlan, "Must Schooling Really be Compulsory?", The American School Board Journal, CLXI (November, 1974), 10.

⁴Lawrence Casler, "Are Our Public Schools Turning Out Warriors, Not Peace Lovers?", The American School Board Journal, CLXI (November, 1974), 56.

⁵Lois Josephs Fowler, "The Schools, the Teacher, the English Classroom: Another Apocalypse," English Journal, LXIII (April, 1974), 66.

⁶Ibid., p. 67.

more students are ready to grow up, and to seek career education, than unfortunately we will allow.¹ A rebellious student is made only more uncooperative and disruptive, and other students are kept from learning. "An unwilling student is not a student; he is a captive in a societal prison": learning requires a willing learner.²

The conventional concept of kindergarten-through-university learning has happily expanded into the more sensible embracement of lifelong learning for all, by all: academic, vocational, and avocational course availabilities for the normal and the handicapped from the first realization of capability through the last gasp of incapability.³ But we must not, as Richard L. Hopkins suggests, provide unilateral opportunity and freedom of choice for our children--including the opportunity and freedom not to attend school if that is their choice!⁴ Hopkins is foolish enough to believe that children are always wise enough to know their own present and future best interests!

Undeniably, however, indiscriminate compulsory

¹Ibid., p. 68.

²James G. Piatt, "Compulsory Attendance Can be Fatal," NASSP Bulletin, LVIII (February, 1974), 1.

³National Advisory Council on Education Professions Development, Washington, D.C., Staffing the Learning Society: Recommendations for Federal Legislation. A Report to the President and the Congress (Washington, D.C.: National Advisory Council on Education Professions Development, 1975), p. v, Introduction.

⁴Richard L. Hopkins, "The Use and Misuse of Compulsory Education," Education, XCIV (November-December, 1973), 147.

education can be a dragon which devours good intentions and then expels the feces into society's face.

Misbehavior, vandalism, violence, and criminality storm not only unabated--but increasingly beyond belief and control.

The moral reasoning of parents is an exceedingly strong influence on the moral reasoning of adolescents: a low or perverted parental morality is "frequently implicated in female as well as male juvenile delinquency in clinical as well as research studies."¹ Ignorance itself is immoral because it hurts not only the individual possessor, but the society.²

The delinquent child from a middle-class home characteristically fails to be adequately remediated by typical parents who set restrictive policy, but who loosely police and laxly punish.³

According to a George Gallup poll, "three of the ten most pressing problems plaguing the nation's public schools are violence-related." Most school crime is perpetrated by students. Certainly school children and adult personnel who are subject to victimization by predatory children need, and

¹William Hudgins and Norman M. Prentice, "Moral Judgment in Delinquent and Nondelinquent Adolescents and their Mothers," Journal of Abnormal Psychology, LXXXII (August, 1973), 150-51.

²Harold H. Punke, "Why It is Immoral To Be Ignorant," The High School Journal, VIII (May, 1973), 367.

³Melvin Singer, "Delinquency and Family Disciplinary Configurations: An Elaboration of the Superego Lacunae Concept," Archives of General Psychiatry, XXXI (December, 1974), 798.

must be afforded, suitable protection.¹ Yet violence in the schools "is increasing steadily,"² taking the form of vandalism, beating, "murder, rape, armed robbery," committed with "guns, knives and chains to baseball bats, razor blades and brass knuckles." Most of this crime, again, is perpetrated by students against other students and against teachers. Teachers blame poor parental discipline; parents blame teachers for leniency or rigidity; everyone blames the horrendous example of contemporary society:³ But, most interestingly, relatively few blame the educational process itself which so obviously must be failing so many students that lack of interest, lack of involvement, and lack of hope frustrates these students into crazed, vicious, often deadly rebellion.

In the reading and analysis of stories in English classes, "If the adolescent with behavior problems can be taught, through systematic comprehension skill training, to value intellectual toughness over physical strength, the prognosis for him to seek his solution through education and books is much better."⁴

¹Peter S. O'Brien, "The Subject is Schools," administrators-union public relations paid column, New York Sunday News, December 28, 1975, p. 10.

²Enid Nemy, "Violence in Schools Now Seen as Norm Across Nation," The New York Times, June 14, 1975, p. 1.

³Ibid., p. 57.

⁴Robert L. Aaron and Sally Muench, "Behaviorally Disordered Adolescents' Perceptions of Adult Authority Figures after Treatment Using a Taxonomy of Comprehension Skills," Reading Research Quarterly, X (June, 1974-1975), 242.

Serious crime committed in our schools, and especially by the school-age population itself, is alarming in its prevalence, escalation, and viciousness: but "The schools cannot be expected to solve a problem that society at large has failed to control with more resources and coercive instruments at its disposal."¹

Educational research must be past, present, and future based.²

Proper research and evaluation design must be considered in the planning and implementation of educational programs."³ Sound research requires "adequate resources, appropriate structures, and a sympathetic political, social and educational climate."⁴ Often overlooked is the abundant excellent body of educational theory already in existence!⁵ "We need a clearinghouse to turn to as we deal with problems."⁶

In order to help children read better, more definitive research must be completed to determine group and individual

¹Jeremiah McKenna, "Crime in the Schools," New York Teacher Magazine, December 14, 1975, p. 21.

²James A. Page, "Black Literature," English Journal, LXII (May, 1973), 709.

³Gary M. Kippel and Frederick Smith, "Research and Evaluation Design for a Schoolwide Reading Program," Reading Improvement, XII (Spring, 1975), 2.

⁴W. Taylor, "Retrospect and Prospect in Educational Research," Educational Research, XV (November, 1972), 3.

⁵David Hawkins, "Balancing Basics: The Three R's Revisited," Childhood Education, L (February, 1974), 187.

⁶Mondale, "Remarks of Senator Walter F. Mondale: National Council of Organizations for Children and Youth," p. 1.

reading preferences: all procedures start from this point of student interest and capacity.¹ But one of many complicating factors is that we do not yet know how to train effective teachers for innercity children; nor do we yet know how to train "effective teachers for any group of students."²

"Research on teaching" must draw upon the "behavioral science . . . psychology, sociology, and anthropology."³

"The sooner we realize that predispositions to learn best in certain ways, embodied in a variety of mechanism, are what an organism is likely to learn with, the sooner we shall achieve a truly biological picture of learning processes, whether in animals or man."⁴

The minority student despairingly requires special research concentration.

"Minority students in minority-isolated schools demonstrate lower performance than their white schoolmates, even though the latter are themselves significantly below their expected performance levels."⁵

¹Jerry L. Johns, "What do Innercity Children Prefer to Read?", Reading Teacher, XXVI (February, 1973), 467.

²Louise R. White, "Effective Teachers for Inner City Schools," The Journal of Negro Education, XLII (Summer, 1973), 309.

³N. L. Gage, ed., Handbook of Research on Teaching: A Project of the American Educational Research Association (Chicago, Ill.: Rand McNally & Company, 1967), p. vi, Preface.

⁴Peter Marler, "Learning, Genetics, and Communication," Social Research, XL (Summer, 1973), 309.

⁵Dan G. Ozenne, et al., Achievement Test Restandardization: Emergency School Aid Act (ESAA) National Evaluation (Washington, D.C.: Office of Education [DHEW], 1974), pp. 66-67.

Even if we were to agree that Black English is a complete, "structured language"--how does one account for the fact that Black children, especially from low socioeconomic levels, "are nonverbal in any language whatsoever? . . . lacking in ability to use language in an abstract, complex, or subtle manner?"¹

The fact that disadvantaged black children academically consistently do worse than disadvantaged white children has created many moot posits of cause: from black cultural-rebellion, to black intellectual inferiority, to extraordinary culture shock, to a type of language learned from infancy which determines "categories in which [they] can think." An unassailable, final solution escapes quick capture in the foreseeable future: but unless fearless, honest assessment is determined, despite possible ethnic sensitivity and overt hostility, we will never sanely be directed toward more accurate, hopefully more effectual, solutions than our past and present have provided.²

Current-day Blacks and Hispanics are prone to charge that they are discriminated against educationally and societally because their two minority groups are ethnically easily identifiable and stigmatized--establishing almost assimilatory impossibility.

¹Nettie R. Bartel, J. Jeffrey Grill, and Diane N. Bryen, "Language Characteristics of Black Children: Implications for Assessment," Journal of School Psychology, XI (December, 1973), 353.

²Kenneth R. Conklin, "Why Compensatory Schooling Seems to Make 'No Difference,'" Journal of Education, CLVI (May, 1974), 38.

But such surface, pat recital begs the question and self-disservices these rightful aspirants to mainstream America: The fact inescapably looms large that many other ethnic groups--among which are the Irish, Italians, Germans, Poles, Russians, Jews, Arabs, and Asians...and even impressive armies of Blacks and Hispanics themselves!...have triumphed as cultural "foreigners" who were readily "untouchable"-tagged by their own distinctive features of race, creed, color, national origin--and accompaniments of name, dress, dialect, manner, work, ambience, and proud self-proclamation...!

Research must be undertaken to determine whether different cognitive advantages reside within different cultural groups and whether these strengths could be utilized within educational and occupational contexts.¹

"An average of 900 research studies in reading have been published in various countries yearly since 1965." The United States, however, ranks as the leading country in the world for annual quantity and quality of reading research.² It is highly desirable that a single organization be established with dispatch which would pool, and make quickly and conveniently available, all research results in reading to the vast body of internationally interested.³

¹J. S. Kleinfeld, "Intellectual Strengths in Culturally Different Groups: An Eskimo Illustration," Review of Educational Research, XLIII (Summer, 1973), 341.

²Eve Malmquist, "An International Overview of Primary Reading Practices," Journal of Reading, XVIII (May, 1975), 615.

³Ibid., p. 624.

"Current investigators of words, sentences, and other language materials almost never provide statistical evidence that their findings generalize beyond the specific sample of language materials they have chosen. Nevertheless these same investigators do not hesitate to conclude that their findings are true for language in general."¹ Information generated abroad and domestically is to be sought and respected; but we must never overlook the possibility of taint or censorship. Foreign interests may endeavor to mislead and subvert; our own government may attempt to exclude and deny: for example, in "such matters as obscenity, public morality, sedition . . . national security . . . certain aspects of broadcasting"; and to ban certain individuals from our shores in order to prevent those persons from exporting "their ideas."²

It is possible for a dishonest, purblind, or incompetent person to write, and get published, a manuscript purporting the last word of "truth" on any given subject.³

"Research cannot solve any instructional problem. [Research] . . . is only a way of thinking Instructional developers, teacher trainers, classroom teachers, and

¹Herbert H. Clark, "The Language-as-Fixed-Effect Fallacy: A Critique of Language Statistics in Psychological Research," Journal of Verbal Learning and Verbal Behavior, XII (August, 1973), 335.

²Allan Gotlieb, Charles Dalfen, and Kenneth Katz, "The Transborder Transfer of Information by Communications and Computer Systems: Issues and Approaches to Guiding Principles," American Journal of International Law, LXVIII (April, 1974), 227.

³Joel C. Snell, "Editorial Standards and Authenticity of Manuscripts: An Earlier Generation Revisited," The American Sociologist, VIII (May, 1973), 91.

parents . . . must solve the reading problem."¹

"The reading educator can survive without research money . . . without the bureaucracy of National Reading Centers and develop theories in our own classrooms and clinics."²

Research on practice must honor practicality or be ridiculed.³

Much result-producing thought must be invested in sound educational evaluation and accountability, for solving the problem of how to educate human beings to their full potential "determines the quality of a civilization."⁴

"The great cost of providing schooling for an increasing proportion of children at each grade level has given a new importance to the evaluation of existing curricula, methods, organization and administrative procedure, and has led people to examine carefully the probable effects of proposed reforms."⁵

Computers are becoming increasingly valuable in the behavioral sciences for complementing our manual ways of

¹"Reading Research: Where do We go from Here?", editorial, Reading Research Quarterly, X (March, 1974-1975), 4.

²Paul R. Kazmierski, "President's Message," Reading World, XIV (March, 1975), 164.

³Jack Duncan, "Transferring Management Theory to Practice," Academy of Management Journal, XVII (December, 1974), 724.

⁴Earl V. Pullias, "The School of Education: Problems and Prospects," Intellect, CII (April, 1974), 434.

⁵United Nations Educational, Scientific and Cultural Organization, World Survey of Education, Vol. V: Educational Policy, Legislation, and Administration (Paris, France: Unesco Paris, 1971), p. 65.

assessing human personality-states and program-results.¹

A testing program, to be effective, must:

- a. Continuously evaluate student achievement, the more effectively to guide school and student.
- b. Consider combined data from all school subjects and areas.
- c. Be communally planned by student and professional personnel.
- d. Be considered a guidance, as well as an instructional, instrument.²

Test construction inescapably must invite input from those tested--especially of minority groups--if the tests are to avoid being designated irrelevant, unfair, or discriminatory.³

To interpret test statistics and to plan sensible, practical programs for minorities, we must not only consider their language status, but "socioeconomic environment, educational level of parents, child rearing practices, test

¹Martin E. Morf and William R. Krane, "Computers in Behavioral Science: A Strategy for Developing Automated Assessment Systems," *Behavioral Science*, XVIII (July, 1973), 294-95.

²Julius A. Stratton, *The Citywide Standardized Testing Program for Middle and High Schools (A Testing Manual)* (Gary, Indiana: Research Department, Division of Instruction, Gary City Public School System, 1974), p. 4.

³Anderson J. Franklin, "The Testing Dilemma for Minorities" (paper presented at the Public Hearings on State-wide Testing and Evaluation, Albany, New York, October, 1974), 11-12.

orientation," and all other related factors.¹

Intelligence depends upon perspective: a Guatemalan child might be stupid about "chess and Scrabble"; an American child might be stupid about making "rope and tortillas"; a ghetto child might be stupid about getting along with "teachers and police": One must classify children as to what they know about adapting for their own "life and space"--and not by viewing them through the eyes "of another society."² "IQ tests, designed by whites for Western culture, have value limited to the culture within which they were designed."³

The abolition of IQ tests for disadvantaged students would only substitute formal estimates for more subjective, individually-teacher-applied informal guesstimates; and while analytic progress must be sought, until we obtain new measurement superior to that of IQ, the best we now have must be retained as an interim working-necessity and as a stepping-stone to betterment.⁴

Walton and Clark maintain that since language stems

¹Joseph H. Matluck and Betty J. Mace, "Language Characteristics of Mexican-American Children: Implications for Assessment," Journal of School Psychology, XI (December, 1973), 365.

²Jerome Kagan, "What is Intelligence?", Social Policy, IV (May, 1974), 94.

³Gilbert Voyat, "IQ: God-Given or Man-Made? A Discussion of 'Jensenism,'" in Disadvantaged Child: Compensatory Education: A National Debate, Vol. 3, ed. by Jerome Hellmuth (New York: Brunner/Mazel, Publishers, 1970), p. 160.

⁴Mary Meeker and Robert Meeker, "Strategies for Assessing Intellectual Patterns in Black, Anglo, and Mexican-American Boys--or Any Other Children--and Implications for Education," Journal of School Psychology, XI (December, 1973), 341-42.

from culture, black children must be tested "in the realm of Black English . . . if a valid and relevant evaluation or assessment is to be made."¹ But since Americans are of extremely diverse cultures and sub-cultures, it would then follow that each student be tested through the art of his own cultural dialect, or even of his own foreign language. Such a procedure would negate the valued purpose of teaching a standard English to all Americans: the application of a single language-expediency readily usable and understood by all in the furtherance of good for all.

Proponents of standardized reading tests, and publication of the results, maintain that such yardsticks are a necessity of direction and correction--accountability. Opponents of these tests, and especially of the published results, maintain that where reading scores are poor--as in the areas of the disadvantaged--children are further self-image impaired and discouraged; and teachers and administrators are cornered into adverse attitudes regarding their students--and also into cheating on test preparation and in the promulgation of results.

Some opponents of reading tests would abolish all testing for reasons of egalitarian humanism. Even the National Education Association "has called for a moratorium on standardized testing on intelligence and achievement."

Society largely, however, deems testing--notwithstanding

¹Hanes Walton, Jr. and Ronald C. Clark, "Black English: An Introspection," Black Collegian, III (May-June, 1973), 55.

its deficiencies--an indispensable measurement tool which, admittedly, requires careful, skillful interpretation and much further improvement.¹

Healthy, reliable evaluation and accountability await a respectable base which only dependable research can provide.

"The very process of evaluating student learning remains difficult and obscure."²

Since educational interests have been remiss in amassing and filing essential longitudinal data, most "appraisals--good and bad"--of results "have been based on hunches, not on hard facts."³

Competency-based teacher education is a superb ideal. Unfortunately, however, we have yet to research and agree upon teacher abilities which help students to learn.⁴

Ratings by subordinates can create constructive behavioral changes in supervisors;⁵ but ratings of personnel performance--whether by self, supervisors, or peers--almost inevitably reflects "bias" or "appreciable error": and

¹Gene I. Maeroff, "Issue and Debate: City's Reading Tests," The New York Times, January 8, 1975, p. 33.

²"Education Makes Good Pickings," New York Teacher, June 29, 1975, p. 4.

³Gene I. Maeroff, "The Missing School Yardstick: Measuring Gains and Losses," The New York Times, March 19, 1975, p. 42.

⁴Larry Van Dyne, "Rating by 'Competency,'" The New York Times, January 15, 1975, p. 81.

⁵W. Harvey Hegarty, "Using Subordinate Ratings to Elicit Behavioral Changes in Supervisors," Journal of Applied Psychology, LIX (December, 1974), 764.

although reasonable guidelines may be instituted and may even reasonably work, performance appraisals remain rightfully in the realm of subjective questionability.¹

It is axiomatic that school reform starts with societal reform: that educational interests and allegiances grow from and to "the inevitable locus of men's activities in particular times and places";² and that public education in all societies is a product and a mirror of those societies: public education is not reconstructionist.³ Yet "schools have become the scapegoat for many of society's ills."⁴

You well know that America's schools have been called upon to be the cure-all for everything that may or may not be wrong with our society. What the economy does not produce, what the churches do not instill, what the political system does not deliver, the schools are expected to accomplish. The Herculean task expected of our school boards is to correct the defects which, at least for the last several millennia, have been found in every aspect of human life. Prejudice, inequity, delinquency, psychological disturbances, poor health, nutritional deficiencies, all these and more are brought to the classrooms of your schools. And it is somehow considered your responsibility to eliminate those evils from the community. In the process, some students may also learn those fundamentals of reading and writing

¹Richard J. Klimoski and Manuel London, "Role of Rater in Performance Appraisal," Journal of Applied Psychology, LIX (August, 1974), 445, 450.

²C. Arnold Anderson, "Central-Local Tensions and the Involvement of Education Within Developing Countries," African Studies Review, XV (December, 1972), 487.

³Nathaniel Hickerson, Education for Alienation (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966), p. 1.

⁴New York Teacher, unsigned article, June 29, 1975, p. 3.

which they will require in their long journey through life.¹

But we detour correctional procedure if we fail to perceive "that the public's schools" cannot "compensate for the public's shortcomings."²

Mavens know that social handicaps are root causes of poor reading, and that the school cannot improve the reading scores of disadvantaged children until extra-school strategies improve extra-school conditions.³ Mavens also know that "Words are the tools of thought; vocabularies are built and language facility is gained largely by reading."⁴

Combining these two well-known, indisputable realities into efficacious educational practice is not easy or cheap: but the alchemy is not only possible--it is, albeit ever so rarely, creatively...even boldly!...being realized...! John Jay High School in Brooklyn, New York, is successfully teaching English to non-English-speaking disadvantaged students by teaching these students and their families in their own homes. Mrs. Maureen Sloan, Teacher-in-Charge, states: "We figure that if we can get the family to speak English, we can get

¹James L. Buckley, "The Decline of American Education" (paper presented before the New York State School Boards Association, n. p., n. d. Senator Buckley subsequently submitted his remarks for inclusion in the United States Congressional Record, November 5, 1975), p. 1.

²Ibid.

³Wesley Miller, "Don't Let the Reading Score Game Beat Your Efforts to Teach Reading," The American School Board Journal, CLXI (October, 1974), 44.

⁴George Gallup, "The Tools of Thought," Reader's Digest, May, 1974, p. 2.

the student to speak it."¹

We must respect the shibboleth that effective schooling for all, and most directly for the disadvantaged, starts with effective restructuring of government and society.² But since this assumptive cliché has yet to be experientially established,³ proof will have been presented only when political and societal millenium will have been reached: a destination demanding, as of this date, unknown roads, resources, and time!...a paradise possibly eternally beyond human imperfection and limitation to reach, explore, chart, and enjoy...! ⁴

Already we have disquieting evidence that political and societal "improvement" actually may translate into human deterioration and self-destruction: "A United States Department of Agriculture survey shows that between 1955 and 1965, a decade of rising affluence and agricultural productivity, the percentage of diets deficient in one or more essential nutrients actually increased. Millions of American children

¹Thomas Raftery, "They Learn English in the Family Way," New York Sunday News, November 9, 1975, p. B2.

²A. Richard King, The School at Mopass: A Problem of Identity (New York: Holt, Rinehart and Winston, 1967), p. 91.

³John H. Beckstrom, "Handicaps of Legal-Social Engineering in a Developing Nation," The American Journal of Comparative Law, XXII (Fall, 1974), 697.

⁴N. J. Colletta and Ah Sung Wong, "The Education of Chinese Workers' Children on Malaysia's Plantation Frontier: Myths and Realities," Asian Survey, XIV (September, 1974), 834; Conklin, "Why Compensatory Schooling Seems to Make 'No Difference,'" p. 34.

today remain hungry and malnourished."¹ Americans consume too little nutrition in too much food.²

Even excess "political idealism and absolutist morals" can "excel" perfection to shambles....!³

Also, unfortunately, such progress that is possible--even advisable--may not always be prudent or politic....!⁴

Ironically, man's greatest improvement--lodged in adversary armament of selfish, competitive, uncooperative, improvement-seeking nations--man's greatest improvement: ingenious, incredible, Machiavellian progress in psychological and physical warfare...the ultimate "improvement" supremely concentrated within atom and hydrogen bombs...may well expertly shoot man out of his own foolishly-contrived cannon to shatter against the unenviable height of oblivion...! "Man is both the maker and victim of his society."⁵ Discordant societal elements are either reshaped or eliminated....⁶

In the meantime, educational pestilence and consuming

¹Kenneth Keniston, "Do Americans Really Like Children?", Today's Education, LXIV (November-December, 1975), 18.

²Irv Kupcinet, Irv Kupcinet Television Interview Show, New York City television Channel 31, 8:30 P.M., January 5, 1976.

³Stephen Tonsor, "Political Idealism and Political Reality," Modern Age, XVIII (Fall, 1974), 338.

⁴Ibid., p. 342.

⁵Ronald D. Cohen, "Urban Schooling in Twentieth-Century America: A Frame of Reference," Urban Education, VII (January, 1974), 437.

⁶Richard L. Sutton, "Cultural Context and Change-Agent Organizations," Administrative Science Quarterly, XIX (December, 1974), 574.

fever¹--especially in the root anatomy of language and reading;² and in the shaming, explosive anatomy of disadvantagedness³--continue to gut student and society;⁴ legate hideously scarred, deformed, bewildered, and querulous democratic ideal;⁵ and decree abiding, frantic wailing and thrashing about for definitive diagnosis and apothecary.⁶

In Summary of PART I and PART II of this chapter: Professional literature and classroom empiricism verify that concepts, practices, and programs to improve the attitudinal and language/reading ability of disadvantaged youth not only exist, but abound!--and that before educator and student can reap richer--better yet, richest!--reward, theoretic possibilities and existing workables must be better identified, improved, selected, combinationed, varied, individualized and applied....!

¹Bernard Sklar, "Needed: A Sociologist for the School," Intellect, CII (October, 1973), 51.

²Martin Nystrand, "A Future Shocked Language?", English Journal, LXII (February, 1973), 250.

³Diane N. Bryen and Nettie R. Bartel, "The Disadvantaged as a Social and Professional Phenomenon," Journal of School Psychology, XI (December, 1973), 398-99.

⁴Norma G. Hernandez, "Variables Affecting Achievement of Middle School Mexican-American Students," Review of Educational Research, XLIII (Winter, 1973), 31.

⁵Leon H. Keyserling, "Making Politics Work for Children," Child Welfare, LIII (October, 1974), 483.

⁶Stephen Tonsor, "What is the Purpose of Politics?", Modern Age, XVIII (Spring, 1974), 117.

CHAPTER V

SUMMARY, FINDINGS, AND CONCLUSIONS

This final chapter presents this researchers's own explication:

1. Summary
2. Findings
3. Conclusions

1. Summary

A restatement of the Dissertation Outline--listing major chapter headings, subheadings, and brief comment--proffers a succinct view of what this research project was designed to accomplish:

DISSERTATION OUTLINE

AN ANALYSIS OF THE EFFECTIVENESS OF DIFFERENT
LANGUAGE AND READING SKILLS PROGRAMS
FOR DISADVANTAGED YOUTH

CHAPTER I

OVERVIEW: INTRODUCTION, SIGNIFICANCE, PURPOSE,
PROBLEM, AND PROCEDURES

An exposition of the issues and research design for
this study:

1. Introduction

(Background.)

2. Significance

(Social implications and need for
further research.)

3. Purpose

(Paraphrased: Demonstrate that a
teacher of English can muster con-
cepts, practices, and programs which
will significantly uplift the deeply-
depressed attitudinal and language/
reading levels of disadvantaged
elementary and secondary school
children.)

4. Problem

(Paraphrased: Disadvantaged elementary
and secondary school children lag far
behind the norm in language and read-
ing ability: this study will seek,
sift, and apply better remedial educa-
tional philosophy and methodology.)

5. Procedures

(Research design and its fulfillment.)

CHAPTER II

A REVIEW OF REMEDIAL PRACTICES AND PROGRAMS
AIMED AT REDUCING LANGUAGE AND
READING DEFICIENCIES

A review and analysis of the literature:

PART I: PRACTICES

PART II: PROGRAMS

(Summary: Theoretic and actual excellent concepts, practices, and programs already abundantly exist--but require better utilization.)

CHAPTER III

A DECADE OF EFFORTS BY GOVERNMENTAL AGENCIES TO
ASSIST SCHOOLS

A review and analysis of the literature:

1. Federal Efforts

2. State Efforts

3. Local Efforts

4. Federal, State, and Local Efforts
Combined

5. Governmental and Private Efforts
Combined

(Summary: All levels of governmental efforts to assist schools--especially in the shredded pocket pocked with disadvantagedness--themselves display serious preponderant pustules which must be cleared if elementary and secondary school children significantly are to heighten their dwarfed language and reading quotients.)

CHAPTER IV

THE PROBLEM IN PERSPECTIVE: A RATIONALE TO ALLEVIATE LANGUAGE AND READING DISABILITIES

A distillate of findings in research, experience,
 and analysis of worthwhile:

1. Concepts
2. Practices
3. Programs

PART I

THE LITERATURE, AND ANALYSIS THEREOF, REVEAL RICH REMEDIES

PART II

CONCLUSIONS AND IMPLICATIONS OF THE LITERATURE,
AND ANALYSIS THEREOF, REVEAL EVEN
WIDER-REACHING, RICHER REMEDIES

CHAPTER V

SUMMARY, FINDINGS, AND CONCLUSIONS

This researcher's own exegesis:

1. Summary

(Airline view of what this study set
out to accomplish.)

2. Findings

(Based on the topic, literature,
experience, and this researcher's
analysis.)

3. Conclusions

(Based on this researcher's:

- A. Problem and Purpose of the study.
- B. Findings related to the Problem
and Purpose.
- C. Own original theoretical model-
program to alleviate language
and reading ills among disadvan-
taged youth.
- D. Sum-up.)

2. Findings

Based upon the literature, experience, and this researcher's analysis, the following Findings are in order with regard to the devastating attitudinal and language/reading disablement of disadvantaged elementary and secondary school children:

Although there is much controversy, incompetency, dishonesty, and criminality associated with past and current exertions to remedy the attitudinal and language/reading pandemic scourging disadvantaged youth:

- A. Concepts, practices, and programs do exist which work--even if, as of now, imperfectly.
- B. Termination of special aid to disadvantaged youth would exacerbate--not ameliorate--present problems.
- C. Methodologies must be cooperatively tailored to the teaching-learning styles and capacities of the individual participants.
- D. The classroom teacher--his personality, dedication, intelligence, education, innovation, and individualization--is the single most important ingredient in the educational process.
- E. Educators must exude the positive conviction that they and their students can and must achieve reasonable set-goals.
- F. Since education reflects society, people must perfect society before they can perfect education.

3. Conclusions

The Problem of this research is to:

- A. Review and analyze the literature and experience concerned with the widespread language and reading retardation among disadvantaged elementary and secondary school children.
- B. Underscore concepts, practices, and programs designed significantly to bolster the deeply-depressed attitudinal and language/reading skills of these disadvantaged youth.

The Purpose of this study is to demonstrate that it is possible for a teacher of English who teaches disadvantaged elementary and secondary school children of high rebellion and low academic-achievement to establish a course of study and methodology which would significantly improve student self-esteem, confidence, behavior, attendance, promptness to class, compliance with homework assignments, and absorption of English subject-matter--especially vocabulary and reading comprehension: thus transmuting potential individual human wreckage and societal drain into potential individual human salvation and societal enrichment.

Based on the Findings related to the Problem and Purpose of this study, and on this researcher's own extensive experience as a teacher in elementary and secondary schools--with a specialty in the teaching of English to disadvantaged youth--this researcher now offers his own:

- A. Original theoretical model-program calculated more tellingly to invigorate the attitudinal and language/reading performance of disadvantaged youth.
- B. Sum-up.

THIS RESEARCHER'S OWN ORIGINAL THEORETICAL MODEL-PROGRAM

This researcher's own original theoretical model-program is adaptable to various age- and grade-levels, and is designed to retrack disadvantaged youth suffering from attitudinal and language/reading derailment to a roadbed of hope, incentive, and success.

The program is as follows:

The teacher and his students discuss in detail the course of study and educational methodology to be followed daily for a semester.

Subsequent to this discussion, communally agreed-upon desirable changes should be made, and this democratically-derived consensus should be formally stipulated via a written signed "Summary-Contract Between Student and Teacher."

Each student should receive his personal copy of this contract: a daily reminder of his opportunity, obligation, and assured success--so that daily he may be positively motivated and reminded to direct his best effort to cure the behavioral and academic stunting illnesses afflicting not only him, but his peers.

The contract should be based on the following student and teacher obligations:

STUDENT OBLIGATIONS

A. Behavior

Atrocious, deleterious, self-defeating behavior must be eliminated:

1. Fighting each other.
2. Defying and occasionally assaulting adult personnel, including teachers and security guards.
3. Throwing chalk, erasers, paper wads, books, glass bottles, tin cans, and miscellaneous items-- including furniture--at each other, at adults, and out of windows and classroom doors.
4. Setting fires.
5. Other vandalism.
6. Stealing.
7. Whistling, humming, singing, dancing, and radios.
8. Putting feet on desks.
9. Talking, teasing, and wasting time.
10. Inviting friends to intrude into, and to disrupt, the classroom.
11. Eating and drinking.
12. Smoking.
13. Wearing hats.
14. Leaving textbooks, notebooks, and pens at home.
15. Sleeping in class.
16. Miscellaneous nuisances.

B. Attendance

Present daily: absence excused only with note from physician or parent.

C. Lateness

Seated and ready for work daily before the late bell rings: lateness excused only by note from an authorized adult in or out of school.

D. Homework

Compliance with daily homework assignment.

E. Subject Matter

Effort to master English curriculum--with primary emphasis on reading.

TEACHER OBLIGATIONS

- A. The teacher will provide unstinting sympathetic encouragement, guidance, and help to each student--during class time and during after-school time.
- B. Even if a student fails to achieve the minimum standard of proficiency in subject matter--if his behavior, attendance, promptness, homework, and effort to absorb subject matter--especially vocabulary and reading comprehension--accommodates the prescribed levels of attainment, he shall receive at least a passing grade for the course: 65%.

- C. A student will, commensurate with increased effort and achievement, earn a higher grade than a mere pass mark.

The teacher and his students should follow a daily work schedule per forty-minute class period which would aid students' progress in English skills--particularly in vocabulary and reading comprehension.

An example of integrated, comprehensive, daily subject matter and methodology is contained in the following lesson plans which, it should be especially noted, heavily stress:

1. Thinking, listening, speaking, reading, and writing in standard American-English in the classroom.
2. Thinking, reading, and writing in standard American-English for homework.

MONDAY: COMPOSITION WRITING, READING, AND ORAL ENGLISH

I. HOMEWORK

- A. Use your library book, using a dictionary, for your first book report due October 14, 1977.
- B. Vocabulary, spelling, grammar, sentence-structure; reading; and oral-English class lesson tomorrow. Bring in related material which troubles you.

II. AIM, MOTIVATION, PIVOTAL QUESTION

What topics interest you that you would like to write about, read, and discuss?

III. DEVELOPMENT AND ACTIVITIES

- A. Pupils suggest composition topics and write their topics on the chalkboard.
- B. Teacher suggests additional following topics and writes his topics on the chalkboard:
 - 1. My Ambition--and How to Achieve It
 - 2. How Young and Old May Cooperate for Mutual Advantage
 - 3. How to Keep out of Trouble
 - 4. Dating
 - 5. How to Improve our School
- C. Pupils write 1-1/2 pages in class.
- D. Pupils exchange, silently read, and revise one another's work.
- E. Volunteer students, and others designated by the teacher, read their work to the class.
- F. Class discussion of individual work.

- | | | |
|-----|--------------------|-------------------------------|
| IV. | <u>SUMMARY</u> |) Inherent throughout lesson. |
| V. | <u>APPLICATION</u> | |

VI. MISCELLANEOUS

- A. Check homework.
- B. Return marked test papers.

TUESDAY AND WEDNESDAY: VOCABULARY, SPELLING, GRAMMAR,
SENTENCE STRUCTURE; READING; AND ORAL ENGLISH

I. HOMEWORK

- A. Read your library book, using a dictionary, for your first book report due October 14, 1977.
- B. 1. For tomorrow, Wednesday: Bring in additional vocabulary, spelling, grammar, sentence structure, and reading material which troubles you.
- 2. For Thursday: Bring in a topic and an outline for a business letter and an appropriate envelope, both of which will be written in class.

II. AIM

Building power: Vocabulary, spelling, grammar, and sentence structure; reading; and oral English.

III. MOTIVATION AND PIVOTAL QUESTIONS

- A. During what past special occasions were you embarrassed because you could not do well in:
 - 1. Thinking?
 - 2. Listening?
 - 3. Speaking?
 - 4. Reading?
 - 5. Writing?
- B. What are some ways to help yourself in these areas?
- C. What are some special problems you wish solved relating to these skills?

IV. DEVELOPMENT AND ACTIVITIES

A. Vocabulary and spelling: Pupils do the following for each of the ten new words taken from the term syllabus:

1. Pronounce.
2. Define.
3. Underline spelling traps.
4. Syllabify.
5. Write three times.
6. Write in a good sentence; underline the new word.

B. The ten words are:

1. aroused
2. attacked
3. author
4. banana
5. chore
6. abhore
7. bough
8. bristle
9. sustain
10. pertain

C. Grammar: Taken from textbook, page 132:

Capitalization:

1. Teacher puts examples on board.
2. Elicit from pupils the rules to be learned.
3. Pupils copy into notebooks the teacher's examples on chalkboard.

4. Pupils write into notebooks one sentence of their own for each rule learned.
5. Pupils write on chalkboard their own sentences.
6. Pupils pass around, discuss, and revise their own notebook work; and discuss and revise chalkboard work.

V. SUMMARY)
 VI. APPLICATION) Inherent throughout lesson.

VII. MISCELLANEOUS

- A. Check homework.

THURSDAY: LETTER WRITING, READING, AND ORAL ENGLISH: SOCIAL
 AND BUSINESS LETTERS

I. HOMEWORK

- A. Read your library book, using a dictionary, for your first book report due October 14, 1977.
- B. Be ready to discuss your outline and to write about the progress--or the lack of it--relative to your daily literature-reading-dictionary homework. Bring your literature book to class.

II. AIM, MOTIVATION, AND PIVOTAL QUESTIONS

- A. Was it ever important for you to write, read, or discuss a letter?
- B. What other occasions make it necessary for one to

write, read, and discuss social and business letters?

- C. Can you cite occasions when people get--or could get--good jobs by being able to compose excellent letters and other communications?--and competently to read, think about, and discuss letters and communications composed by others?

III. DEVELOPMENT AND ACTIVITIES

- A. Pupils suggest and discuss ideas: Pupils write ideas on chalkboard for possible use by themselves and other class members.
- B. Teacher suggests additional ideas and writes them on chalkboard for class discussion and writing.

Teacher's Suggestions

Write to any one of the following persons or firms: offer constructive criticism for the improvement of services and/or products:

1. President _____ (Of our country)
2. Governor _____ (Of our state)
3. Mayor _____ (Of our city)
4. _____ (Principal of school)
5. President of any one of our public utilities:
 - a. _____ (Electric company)
 - b. _____ (Gas company)
 - c. _____ (Telephone company)

For purposes of your letter and corresponding envelope, you may invent names, addresses, and zip numbers. Use block form on letter and envelope.

Additional instructions:

1. Write 1-1/2 pages, in class, on the topic of your choice.
2. Draw and address an appropriate envelope.
3. Pupils exchange, read, and revise one another's work.
4. Some pupils individually read their work to class.
5. Class discussion of individual work.

IV.	<u>SUMMARY</u>	)	Inherent throughout lesson.
V.	<u>APPLICATION</u>	)	

VI. MISCELLANEOUS

- A. Check homework.

FRIDAY: LITERATURE: READING, ANALYTICAL WRITING, DICTIONARY
USE, ORAL ENGLISH

I. HOMEWORK

- A. Read your library book, using a dictionary, for your first book report due October 14, 1977.
- B. Bring in a topic and an outline for a composition to be written in class on Monday.

II. AIM

How to appreciate literature: and to improve your dictionary skills, thinking, listening, speaking, reading, and writing.

III. MOTIVATION AND PIVOTAL QUESTIONS

- A. What have you read that reminds you of your own hopes, failures, and successes?
- B. What did you learn that will help you to improve your life?
- C. What did you learn that could help you to improve society?

IV. DEVELOPMENT AND ACTIVITIES

- A. Silently review the assigned reading in your library book or class book for twenty-five minutes, using the dictionary when necessary to help your reading, writing, and correction of papers.
- B. Write a half-page summary, and your opinion, of your reading: five minutes.
- C. Class discussion of some individual summaries and opinions; and papers exchanged for reading and marking by students: ten minutes.
- D. Papers collected by teacher to determine progress of individual students.

V. SUMMARY) VI. APPLICATION)

Inherent throughout the lesson.

VII. MISCELLANEOUS

A. Check homework.

The written and signed summary-contract, presented below, between student and teacher should also serve as a reading-oral English lesson:

SUMMARY-CONTRACT BETWEEN STUDENT AND TEACHER

The student agrees to:

1. Behave.
2. Attend class regularly.
3. Be seated and ready to work before the late bell rings.
4. Do homework.
5. Try to improve in English subject-matter--especially vocabulary and reading comprehension--according to the following schedule:

MONDAY:	Composition Writing, Reading, and Oral English
TUESDAY and	Vocabulary, Spelling, Grammar, Sentence Structure; Reading;
WEDNESDAY:	and Oral English
THURSDAY:	Letter Writing, Reading, and Oral English: Social and Business Letters

FRIDAY:

Literature: Reading, Analytical Writing, Dictionary Use, and Oral English .

6. A. Read for homework, aided by a dictionary, at least one library book each five weeks (a total of four books for the term); and submit a written book report in the prescribed format for each book read.
- B. Earn extra credit--optionally--for each additional book report.
7. Add or substitute--optionally--any reasonable independent study for regular or extra credit: provided that the teacher's guidance and permission is first obtained.

The teacher agrees to:

1. Provide the student with unstinting sympathy, encouragement, guidance, and help.
2. Pass each student who behaves, attends class regularly, is prompt to class, does homework, and at least tries to learn English subject-matter--especially vocabulary and reading comprehension.
3. Award higher grades than 65%--the minimal pass mark--in accordance with increased

student effort and achievement.

Signed: Student _____

Signed: Teacher _____

English Section _____

Room _____

Date _____

PROGRAM ACCOUNTABILITY

The teacher and students should assess results at the termination of each term and in the following manner:

A. The students should provide evaluative comments on, and suggestions for improvement of, the curriculum, the teacher, the school, and themselves via end-term:

1. Compositions
2. Questionnaires
3. Private teacher-student and general class-discussions

B. The teacher should evaluate his own:

1. Summary of student feedback
2. Student tests and grades
3. Performance and results
4. Thoughts on possible program modification

The teacher should make such program changes in succeeding terms that students' and his own experience and judgment indicate to be necessary.

In sum-up: The evidence produced by this study reveals that although much-deserved condemnation must be levied against past and present interminable hordes of trustees who have plundered the educational bank--fiduciaries who have exercised relentless omission of conscientiousness, competency, common sense, and common decency...and who have practiced deviousness, deception, and outright criminality--nevertheless, an infinite variety of significantly salutary stratagems does exist which is estimably powered to service the desperate attitudinal and language/reading needs of disadvantaged youth.

If a total salvational system is to work totally, however, every segment of society must honestly, painstakingly, and capably cooperate in the planning, actualization, and accountability.

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